Report of the Committee
for Educational Reforms
in Mysore

1953

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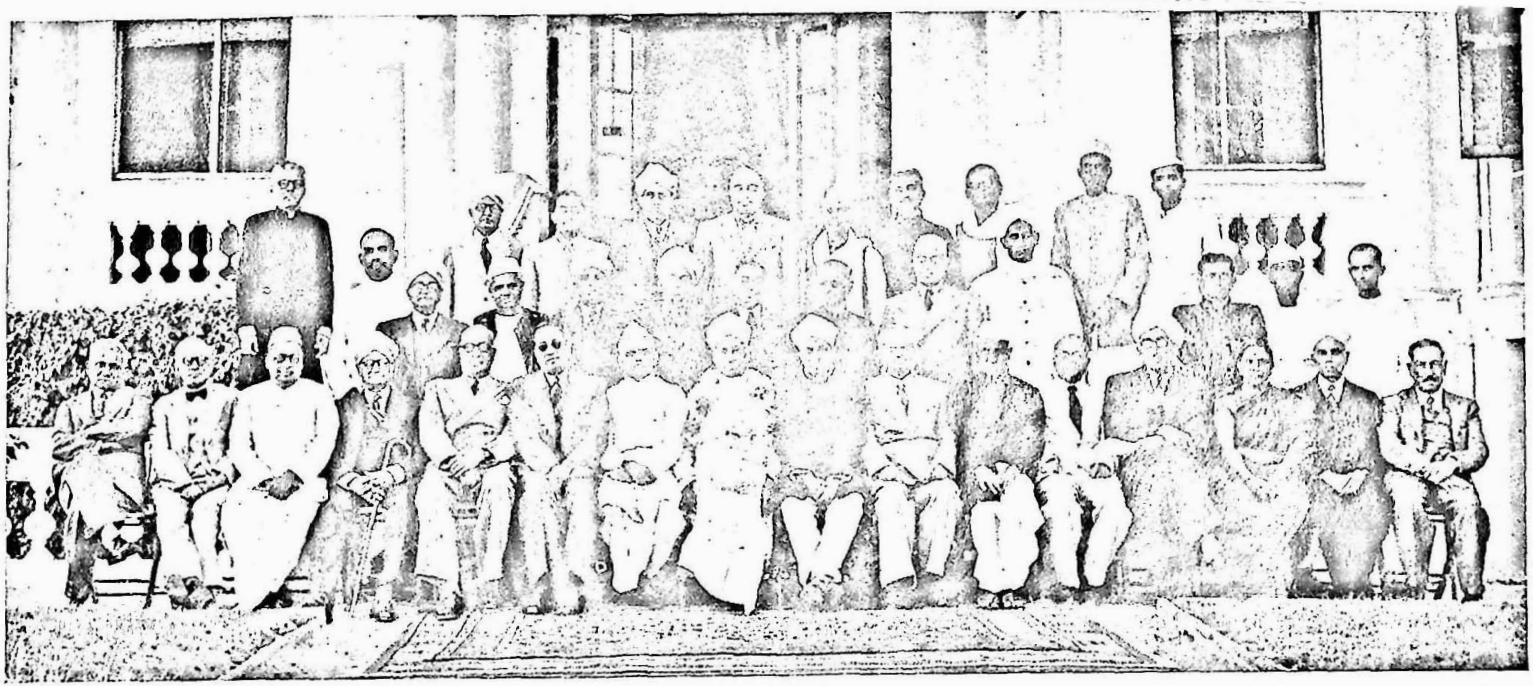

SITTING :—Dr. M. Ruthnaswamy. Dr. B. L. Manjunath. Sri M. S. Rajagopala Rao. Sri T. Singaravelu Mudaliar. Sir Samuel Ranganadhan. Sri. J. B. Mallaradhya (*Member-Secretary*). Sri A. G. Ramachandra Rao (*Vice-Chairman*). Dr. S. RADHAKRISHNAN. Sri K. Hanumanthaiya (*Chairman*). Prof. A. R. Wadia. Sri T. Siddalingaiya. Dr. P. Narasimhayya. Sri J. Mohamed Imam. Srimati B. Indiramma. Dr. M. Siddalingaiya. Sri S. Abdul Wajid.

STANDING—First Row :—Sri N. S. Venkataram (*Assistant Secretary*). Father D'Souza. Dr. T. Seshachalam. Sri K. Pattabhiraman. Sri B. S. Narasinga Rao. Sri P. Kodanda Rao. Sri M. P. L. Sastry. Dr. D. Gurumurti. Dr. R. Nagendran. Dr. A. N. Narasimhia. Sri Mulka Govinda Reddy. Sri S. Kariappa. Sri N. Bhadriah.

Second Row :—Sri D. S. Venkanna. Prof. A. C. Deve Gowda. Sri L. Muniswamy. Dr. M. Sivaram. Sri K. Sampathgiri Rao. Prof. K. V. Puttappa. Sri K S. Acharlu. Sri M. C. Sivananda Sharma. Sri G. Duggappa.

GOVERNMENT OF MYSORE

REPORT OF THE COMMITTEE FOR EDUCATIONAL REFORM IN MYSORE

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1953

COMMITTEE FOR EDUCATIONAL REFORM IN MYSORE

No. R.E. 20—Main/52-53 NEW PUBLIC OFFICES,
BANGALORE,
Dated 26th February 1953.

FROM

SRI J. B. MALLARADHYA, I.A.S.,
Director of Public Instruction,
and Member-Secretary,
Bangalore.

To

SRI L. MUNISWAMY, B.A.,
Secretary to Government,
Education Department,
Bangalore.

SIR,

Subject :—Report of the Committee for Educational Reform in Mysore.

With reference to G.O. No. E. 8130-32—Edn. 84-52-9, dated Bangalore, the 10th September 1952, constituting the Committee for Educational Reform in Mysore, I have the honour to state that the work of the Committee has been concluded. The Report was signed by the members at their meeting held at 8 A.M. to-day in the Legislative Council Hall, Old Public Offices, Bangalore.

I am submitting herewith the Report of the Committee for orders of Government.

Yours faithfully,

J. B. MALLARADHYA,
Director of Public Instruction
and Member-Secretary.

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REPORT OF THE COMMITTEE FOR EDUCATIONAL REFORM IN MYSORE

CHAPTER I.

TERMS OF REFERENCE AND PROCEDURE OF THE COMMITTEE.

We, the members of the Committee appointed by the Government of Mysore for drafting proposals for the re-orientation of the system of education in the State, have the honour to submit our report.

2. The scope of our work has been defined in the Preamble to the Order of the Government No. E. 8130-32—Edn. 84-52-9, dated, Bangalore, the 10th September 1952, and the Terms of Reference, which are as follows :—

"In Government Order No. 1321-80—Edn. 96-19-1, dated 5th August 1919, the Government of Mysore published the Memorandum on Education in Mysore, submitted by the late Dr. C. R. Reddy, the then Inspector-General of Education. The Memorandum indicated the lines on which further advance could be made after consolidating the results of the policy of educational expansion pursued in the State since 1914 ; certain tentative suggestions were made for the remodelling of education in all grades, and public opinion was invited on those suggestions. After considering all opinions and suggestions received on the Memorandum referred to above, Government passed orders in G.O. No. 11180—Edn. 498-20-1, dated 25th May 1921, reviewing the problems relating to the improvement of education in Mysore and laying down future lines of policy.

This order visualised a comprehensive development of aspects of education and contemplated far-reaching

changes in the educational organisation and in the curricula of studies in schools. But in the decades that have passed since that order, while in some directions the advance has been noteworthy, in some others, it has fallen short of expectations. Remarkable progress has been registered in the number of schools and pupils, in the extension of the Kannada medium, in the provision of educational facilities to the backward classes and in certain other respects. The figures given in the Annexure illustrate the results achieved in the thirty years from 1921-1951. The State's expenditure on education has also increased considerably from Rs. 56 lakhs in 1921 to Rs. 338 lakhs as provided for in the Budget for 1952-53.

But, in the direction of giving practical re-orientation to education, much remains to be done and provision of Vocational Education still remains the crux of the problem to-day. Compulsory Primary Education has not made substantial progress. The control of Primary Education has been taken over by the Government from the local bodies. In the matter of Teacher-Training facilities, there has actually been a diminution in the number of training institutions. Also, there is a widespread feeling which Government share that the vast changes in economic, social and political conditions to-day demand a change of emphasis and a re-orientation of the methods of education. Government consider that the educational set-up should take note of the greatly varying types and aptitudes of pupils that now come within its purview as a result of the phenomenal increase in institutional facilities. The changed conditions of national economy too cannot be ignored. Government feel that the system of education ought to be integrated with national life and national needs, in all their varied aspects, without compromising the full development of individual personality and creative talents.

Government have given the most earnest consideration to the valuable report of the University Education Commission appointed by the Government of India and also to the comprehensive proposals in the Report of Dr. C. R. Reddy on Education in Mysore State submitted to Government in 1949. They have also taken note of the fact that the Government of India have appointed a Commission, which is expected to go into the problems

relating to Secondary Education and to make recommendations for its reform. While it is not intended to anticipate their recommendations or duplicate the work in any way, Government consider it immediately necessary to have a clear-cut and practical programme of action for a period of, say, the next 10 years from now, which programme ought to be capable of implementation within the financial resources of the State, and should be so designed as to suit local needs, aspirations and potentialities. In particular, the obvious defects of the existing system of education resulting in a sense of frustration in the minds of the students, wastage of time and talent, have to be remedied. Government, accordingly, direct the constitution of the Committee consisting of the personnel named below :.

1. Sri K. Hanumanthaiya, B.A., LL.B., Chief Minister (*Chairman*).

2. Sri A. G. Ramachandra Rao, B.A., LL.B., Minister for Law and Education (*Vice-Chairman*).

3. Sri J. B. Mallaradhya, I.A.S., Director of Public Instruction (*Member-Secretary*).

4. Sri Samuel Runganathan, formerly High Commissioner for India in United Kingdom, Bangalore.

5. Sri M. Ruthnaswamy, formerly Vice-Chancellor, Annamalai University, Madurai.

6. Prof. A. R. Wadia, B.A. (Cantab), BAR.-AT-LAW, Retired Director of Public Instruction in Mysore and formerly Pro-Vice-Chancellor of Baroda University, Bombay.

7. Sri B. L. Manjunath, B.A., M.SC. (Lond.), D.PHIL. (Oxon), Vice-Chancellor, University of Mysore, Mysore.

8. Sri P. Narasimhayya, M.A., PH.D., formerly of the Ministry of Education, Government of India, Bangalore.

9. Sri M. V. Gopalaswamy, B.A., BSC. (Lond.), PH.D. (Lond.), Retired Professor of Psychology and Ex-Principal, Maharaja's College, Mysore.

10. Prof. M. S. Thacker, B.SC. (Eng.), M.I.E.E., etc., Director, The Indian Institute of Science, Bangalore.

11. Sri M. Siddalingiah, M.A., L.T., PH.D. (Columbia), Retired Principal, Teachers' College, Mysore and formerly Registrar, Karnataka University, Dharwar.

12. Sri T. Singaravelu Mudaliar, B.A., B.L., Retired High Court Judge, Mysore, and formerly Vice-Chancellor, University of Mysore, Bangalore.

13. Sri M. V. Rama Rao, B.A., LL.B., M.L.A., Advocate, Tumkur.

14. Sri S. Kariappa, B.A., M.L.A., Virupakshapura, Kanakapura.

15. Sri G. Duggappa, B.SC., LL.B., M.L.A., Sirigere, Chitaldrug District.

16. Sri J. Mohamed Imam, B.A., B.L., M.L.A., Ex-Minister, Jagalur.

17. Sri K. Sampathgiri Rao, M.A., M.L.C., Vice-Principal, National College, Bangalore.

18. Sri K. Pattabhiraman, B.A., B.L., M.L.A., Advocate, Kolar.

19. Srimathi B. Indiramma, M.A. (Leeds), Deputy Director for Elementary Education, Bangalore.

20. Prof. K. V. Puttappa, M.A., Professor of Kannada, Maharaja's College, Mysore.

21. Sri M. C. Shivananda Sharma, Secretary, Vidyodaya High School, T.-Narsipur.

22. Sri K. S. Acharlu, M.A., B.T., Superintendent, Teacher Training Centre, Vidyanagar.

23. Father B. D'Souza, Principal, St. Joseph's College, Bangalore.

24. Sri D. S. Venkanna, B.SC., B.E., M.I.E., Retired Chief Engineer and Special Officer, Occupational Institute, Bangalore.

25. Sri D. Gurumurthi, M.A., PH.D., formerly Principal, Madanapalli College, Bangalore.

26. A. C. Deve Gowda, M.A. (Col.), B.T., M.ED. (Leeds), DIP. EDN., Principal, Teachers' College, Mysore.

27. Sri R. Nagendran, B.SC., M.B., F.R.C.S. (Eng.), Surgeon, Champion Reefs, Kolar Gold Fields.

28. Sri M. Sivaram, B.A., M.B.B.S., Registered Medical Practitioner, Bangalore.

29. Sri B. S. Narasinga Rao, B.A., B.E., M.I.E., Retired Chief Engineer, Bangalore.

30. Sri T. Seshachalam, L.M.S., M.R.C.S. (Eng.), L.R.C.P. (Lond.), Ex-Director of Hospitals, Bangalore.

31. Sri M. P. L. Sastry, M.A., M.L.C., Head Master, Gandhinagar High School, Bangalore.

32. Sri S. Abdul Wajid, B.A., Retired Revenue Commissioner, Bangalore.

33. Miss K. S. Captain, M.D.B.S. (Lond.), D.T.M. & H. (Eng.), L.M. (Dublin), Principal, Medical School and Medical Officer, Vani Vilas Hospital, Bangalore.

34. Sri N. Bhadriah, General Secretary, Mysore State Adult Education Council, Mysore.

35. Sri Mulka Govinda Reddy, B.A., LL.B., M.L.A., Chitaldrug.

36. Sri M. S. Rajagopala Rao, M.A. (Hons.), Retired Deputy Director for Elementary Education, Bangalore.

37. The Secretary to Government, Education Department, Bangalore.

38. Sri A. N. Narasimhiah, M.A. L.T., Ph.D. (Lond.), Retired Principal, Maharaja's Samskrita College, Mysore.

39. Sri P. Kodanda Rao, Servants of India Society, Bangalore.

Sri T. N. Krishna Rao, M.A., M.Ed. (Leeds), *Assistant Secretary.*

with the following terms of reference :—

(1) To examine the efficiency of the measures so far adopted in regard to compulsory Primary Education and to suggest further measures for its expansion ;

(2) To examine the extent to which the principle of Craft Education may be adopted to the work of Primary Schools, as the first step towards realisation of the basic ideal and to suggest other methods of making Primary Education activity-centered ;

(3) To suggest a new curriculum for general education in Middle Schools as well as High Schools so as to make it better suited to individual and social needs ;

(4) To formulate proposals for diversifying the courses of study in Middle Schools and High Schools, with a view to including practical subjects ; to examine the existing facilities for vocational education, and the possibility of securing its fuller utilisation in the programme of diversification of studies in the general schools ;

(5) To examine and formulate the proposal for re-organization of the S.S.L.C. and Intermediate Examinations ;

(6) To consider and suggest measures for the improvement of University Education ;

(7) To suggest practical methods for adoption in schools, by means of which manual labour and social service are recognised as essential factors in the educative process ;

(8) To examine the question of the rationalization of hours of work of schools and school vacations so as to make them more in tune with the life of people and their needs ;

(9) To formulate proposals for the development of extra-curricular activities ; to examine how far such activities could be regulated so as to secure some financial support both to the teachers and pupils ;

(10) To suggest measures designed to improve the efficiency and well-being of the teaching staff ;

(11) To examine the advisability and feasibility of further extending the Kannada medium and to consider generally the language policy of the State ;

(12) To examine the existing facilities for technical education and to make proposals for their expansion ;

(13) To suggest measures for the full utilization of the N.C.C., Bharat Scouts and Guides, the Red Cross, the Bharat Seva Dal

and similar organisations in an integrated scheme of Public Instruction.

The above is only an indication of the main questions which the Committee may consider. It does not preclude the Committee from considering any other matter germane to the problem of educational reform in the State.

The Committee is requested to submit its recommendation which, as already observed, is expected to be in the nature of a practical and feasible programme of action achievable within the financial resources of the State, on or before the 1st December 1952. It may examine witnesses, issue questionnaire, visit institutions, obtain information from other States, and secure such other assistance as may be considered necessary, for the expeditious conclusion of its business. The Committee shall have power to co-opt members. It shall also be competent to appoint Sub-Committees to which additional members could be co-opted."

3. The following changes in the personnel of the Committee took place during the period of its work :—

(i) Prof. M. S. Thacker tendered his resignation from membership of the Committee on 17th November 1952 owing to ill-health, which was accepted by Government with regret.

(ii) Consequent on the transfer of Sri M. S. Swaminathan as Deputy Commissioner, Sri L. Muniswamy who succeeded him as Education Secretary in October 1952, was appointed member of the Committee in place of Sri M. S. Swaminathan.

(iii) Consequent on the appointment of Sri T. N. Krishna Rao as Deputy Director of Public Instruction, his place as Assistant Secretary was taken up by Sri N. S. Venkataram on 18th October 1952 and he continued in this capacity till the completion of the work of the Committee.

4. The work of the Committee was inaugurated on 26th September 1952, at the Crawford Hall, Mysore, by Sri K. Hanumanthaiya, B.A., LL.B., Chief Minister and Chairman of the Committee. In his inaugural speech, the Chief Minister surveyed the existing educational

system in the State and indicated the problems requiring solution.

5. The Committee assembled the next day, *i.e.*, on 27th September 1952 in the Court Hall of the Deputy Commissioner, Mysore. At this meeting, there was a general discussion on the procedure to be adopted, after which a Steering Committee under the Chairmanship of Sri. A. G. Ramachandra Rao, B.A., LL.B., Minister for Education and Law and Vice-Chairman of the Reforms Committee, was constituted to (1) fix the agenda of the Reforms Committee and its programme of work from time to time and (2) formulate general and basic principles to guide the Committee's work. The Committee had its next meeting on 1st October 1952 in the Legislative Council Hall (Old Public Offices), Bangalore. At this meeting, the outlines of educational re-organization as recommended by the Steering Committee at its meetings on 27th and 28th September 1952, were discussed. The following Sub-Committees with the personnel named below, consisting of members of the Committee and co-opted members, were also appointed to consider the problems pertaining to the several grades and aspects of education and to make recommendations to the Committee for its consideration :—

LIST OF MEMBERS OF THE SUB-COMMITTEES.

Sub-Committee for Primary Education.

1. Sri M. S. Rajagopala Rao, M.A. (Hons.), Retired Deputy Director for Elementary Education, Bangalore. (*Chairman*).

2. Srimathi B. Indiramma, M.A. (Leeds), Deputy Director for Elementary Education, Bangalore.

3. Sri M. C. Shivananda Sharma, Secretary, Vidyodaya High School, T-Narsipur.

4. Sri N. Bhadriah, General Secretary, Mysore State Adult Education Council, Mysore.

5. Sri K. Pattabhiraman, B.A., B.L., M.L.A., Advocate, Kolar.

6. Sri. K. S. Acharlu, M.A., B.T., Superintendent, Teacher Training Centre, Vidyanagar.

7. Sri M. Siddalingiah, M.A., L.T., Ph.D. (Col.), Retired Principal, Teachers' College, Mysore and formerly Registrar, Karnataka University, Dharwar.

8. Sri S. Gopala Gowda, M.L.A., Shimoga.

9. Dr. R. Nagendran, B.SC., M.B., F.R.C.S., (Eng.), Surgeon, Champion Reefs, Kolar Gold Fields

10. Sri Swami Viswanandaji, Gurukulashram, Kengeri.

11. Sri K. Sampathgiri Rao, M.A., M.L.A., Vice-Principal, National College, Bangalore.

12 Sri D. Sivaramaiya, B.A., B.T., M.Ed., M.R.S.T., Superintendent, School for the Deaf and Blind, Mysore

13. Sri T. V. Thimme Gowda, B.SC., B.T., M.A. (Lond.), Chief Executive Officer, Mysore State Adult Education Council, Mysore. (*Secretary*).

Sub-Committee for Secondary Education.

1. Prof. A. R. Wadia, B.A. (Cantab), BAR-AT-LAW, Retired Director of Public Instruction in Mysore and formerly Pro-Vice-Chancellor of Baroda University, Bombay, (*Chairman*).

2. Sri S. Kariappa, B.A., M.L.A., Virupakshapura, Kanakapura.

3. Sri K. Sampathgiri Rao, M.A., M.L.C., Vice-Principal, National College, Bangalore.

4. Sri M. P. L. Sastry, M.A., M.L.C., Head Master, Gandhinagar High School, Bangalore.

5. Rev. Father S. F. Aranjo, Principal, St. Aloysius High School, Bangalore.

6. Sri P. Kodanda Rao, Servants of India Society, Bangalore.

7. Sri M. V. Rama Rao, B.A., LL.B., M.L.A., Advocate, Tumkur.

8. Sri A. N. Narasimhaiah, M.A., L.T., Ph.D. (Lond.), Retired Principal, Maharaja's Samskrita College, Mysore.

9. Srimathi H. Kamalamma Dasappa, B.A., Honorary Secretary, Mahila Seva Samaja, Bangalore.

10. Sri M. Ruthnaswamy, formerly Vice-Chancellor, Annamalai University, Madurai.

11. Prof. A. C. Deve Gowda, M.A. (Col.), B.T., M.Ed. (Leeds), Dip. Edn., Principal, Teachers' College, Mysore.

12. Sri B. L. Manjunath, B.A., M.SC. (Lond.), D.Phil. (Oxon), Vice-Chancellor, University of Mysore, Mysore.

13. Sri M. Shivaram, B.A., M.B.B.S. Registered Medical Practitioner, Bangalore.

14. Sri D. Gurumurthi, M.A., Ph.D., formerly Principal, Madanapalli College, Bangalore.

15. Sri N. S. Venkataram, M.SC., B.T., Assistant Secretary, Committee for Educational Reform in Mysore. (*Secretary*).

Sub-Committee for University Education.

1. Sir Samuel Runganathan, formerly High Commissioner for India in United Kingdom, Bangalore. (*Chairman*).

2. Sri J. B. Mallaradhya, I.A.S., Director of Public Instruction in Mysore and Member-Secretary, Committee for Educational Reform.

3. Prof. A. R. Wadia, B.A. (Cantab.), BAR-AT-LAW, Retired Director of Public Instruction in Mysore and Pro-Vice-Chancellor of Baroda University, Bombay.

4. Sri J. Mohamed Imam, B.A., B.L., M.L.A. and Ex-Minister, Jagalur.

5. Miss K. S. Captain, M.D.B.S. (Lond.), D.T.M. (Eng.) & H.L.M. (Dublin), Principal, Medical School and Medical Officer, Vani Vilas Hospital, Bangalore.

6. Sri M. V. Gopalaswamy, B.A., B.SC. (Lond.) PH.D. (Lond.), Retired Professor of Psychology and Ex-Principal, Maharaja's College, Mysore.

7. Sri M. P. L. Sastry, M.A., M.L.C., and Head Master, Gandhinagar High School, Bangalore.

8. Father B. D'Souza, Principal, St. Joseph's College, Bangalore.

9. Sri D. Gurumurthi, M.A., PH.D., formerly Principal, Madanapalli College, Bangalore.

10. Prof. L. Rama Rao, M.A., F.G.S., Principal, Central College, Bangalore.

11. Prof. K. V. Puttappa, M.A., Professor of Kannada, Maharaja's College, Mysore.

12. Sri M. Narayana Rao, M.A., B.L., Principal, Law College, Bangalore.

13. Sri T. Singaravelu Mudaliar, B.A., B.L., Retired High Court Judge and formerly Vice-Chancellor, University of Mysore, Bangalore.

14. Sri T. Seshachalam, L.M.S., M.R.C.S. (Eng.), L.R.C.P. (Lond.), Ex-Director of Hospitals, Bangalore.

15. Sri B. S. Narasinga Rao, B.A., B.E., M.I.E., Retired Chief Engineer, Bangalore.

16. Sri D. S. Venkanna, B.SC., B.E., M.I.E., Retired Chief Engineer and Special Officer, Occupational Institute, Bangalore.

17. Sri B. L. Manjunath, B.A., M.SC. (Lond.), D.PHIL. (Oxon.), Vice-Chancellor, University of Mysore, Mysore. (*Secretary*).

Sub-Committee for Technical and Vocational Education.

1. Sri J. B. Mallaradhya, I.A.S., Director of Public Instruction, (Member-Secretary). (*Chairman*).

2. Sri D. S. Venkanna, B.SC., B.E., M.I.E., Retired Chief Engineer and Special Officer, Occupational Institute, Bangalore.

3. Prof. M. S. Thacker, Director, The Indian Institute of Science, Bangalore.

4. Sri B. S. Narasinga Rao, B.A., B.E., M.I.E., Retired Chief Engineer, Bangalore.

5. Sri K. Kuppuswamy Naidu, President, Chamber of Commerce, Bangalore.

6. Sri Y. Dharmappa, B.A., B.L., President, District Board, Hassan.

7. Sri M. Ruthnaswamy, formerly Vice-Chancellor, Annamalai University, Madurai.

8. Sri S. Srinivasa Iyengar, B.E., M.L.A., and President, Town Municipal Council, T-Narsipur.

9. Prof. B. R. Subba Rao, M.A., Dip. com., Professor of Commerce, Commerce College, Bangalore.

10. Sri B. L. Manjunath, B.A., M.Sc. (Lond.), D.Phil. (Oxon.), Vice-Chancellor, University of Mysore, Mysore.

11. Sri M. Narayana Rao, M.A., B.L., Principal, Law College, Bangalore.

12. Sri T. Seshachalam, L.M.S., M.R.C.S. (Eng.), L.R.C.P. (Lond.), Ex-Director of Hospitals, Bangalore.

13. Sri B. L. Shanthamallappa, B.E., M.S., Ph.D. (Mich.), Superintendent, Occupational Institute, Bhadravati. (*Secretary*).

Sub-Committee for Teacher-Training.

1. Sri M. Siddalingiah, M.A., L.T., Ph.D. (Col.), Retired Principal, Teachers' College, Mysore, and formerly Registrar, Karnataka University, Dharwar. (*Chairman*).

2. Sri T. Vasudevaiya, M.A., (Mys. & Leeds), Dip. Edn., M.Ed. (Leeds), Inspector of Schools, Civil Station, Bangalore.

3. Sri G. Duggappa, B.Sc., LL.B., M.L.A., Sirigere.

4. Sri Syed Basheer Ahmed, M.Sc., B.T., T.D. (Lond.), Dip. Edn., M.Ed. (Leeds), Principal, Government Training College for Men, Mysore.

5. The Secretary to Government, Education Department, Bangalore.

6. Srimathi A. Kanakamma, M.A., L.T., Superintendent, Government Training College for Women, Mysore.

7. Sri D. Gurumurthi, M.A., Ph.D., formerly Principal, Madanapalli College, Bangalore.

8. Sri C. Rangachar, B.Sc., M.Ed. (Leeds), Registrar, University of Mysore, Mysore.

9. Sri B. Kuppuswamy Naidu, M.A., D.Litt., Professor of Psychology, Maharaja's College, Mysore.

10. Prof. A. C. Deve Gowda, M.A. (Col.), B.T., M.Ed. (Leeds), Dip. Edn., Principal, Teachers' College, Mysore. (*Secretary*).

Sub-Committee for Health, Physical Education and Extra-Curricular Activities.

1. Sri T. Singaravelu Mudaliar, B.A., B.L., Retired High Court Judge and Vice-Chancellor, University of Mysore, Bangalore. (*Chairman*).

2. Sri R. Nagendran, B.Sc., M.D., F.R.C.S. (Eng.), Surgeon, Champion Reefs, Kolar Gold Fields.

3. Sri S. Abdul Wajid, B.A., Retired Revenue Commissioner, Bangalore.

4. Sri Rumale Chennabasaviah, Organising Secretary, Bharat Seva Dal, Bangalore.

5. Sri P. Shivashankar, B.A., LL.B., Chief Scout Commissioner, Bharat Scouts and Guides, Bangalore.

6. Capt. A. Thangavelu Mudaliar, Civil Station, Bangalore.

7. Srimathi Sundari Krishnaswami, M.A. (Lond.), Principal, Maharani's College, Bangalore.

8. Sri M. Shivaram, B.A., M.B.B.S., Registered Medical Practitioner, Bangalore.

9. Sri R. S. Narayan, President, Mysore State Journalists' Association, Bangalore.

10. Sri T. Vasudevaiya, M.A. (Mys. & Leeds), Dip. Edn., M.Ed. (Leeds), Inspector of Schools, Civil Station, Bangalore.

11. Sri B. Mari Raj, M.A., B.T., A.C., Dip. Edn., District Educational Officer, Bangalore District. (*Secretary*).

Sub-Committee for Education and Employment.

1. Sri B. L. Manjunath, B.A., M.Sc. (Lond.), D.Phil. (Oxon), Vice-Chancellor, University of Mysore, Mysore. (*Chairman*).

2. Sri L. S. Venkaji Rao, General Secretary, Mysore Pradesh Congress Committee, Bangalore.

3. Sri B. V. Narayana Reddy, M.A. (Hons.), Manager, The Bank of Mysore, Bangalore.

4. Sri S. Shivappa, B.Sc., M.L.A., Kantharajapura , Hassan District.

5. Mr. A. Nisbett, Managing Agent, Binny Mills, Limited, Bangalore.

6. Sri K. Kuppuswamy Naidu, President, Chamber of Commerce, Bangalore.

7. Sri E. V. Ganapathi Iyer, B.Sc., I.A.S., Director of Industries and Commerce in Mysore, Bangalore.

8. Sri S. Kariappa, B.A., M.L.A., Virupakshapura, Kanakapura.

9. Sri S. Abdul Wajid, B.A., Retired Revenue Commissioner, Bangalore.

10. Sri B. Kuppuswami Naidu, M.A., D.Litt., Professor of Psychology, Maharaja's College, Mysore. (*Secretary*).

Sub-Committee for Finance and Administration.

1. Sri P. Narasimhayya, M.A., Ph.D., formerly of the Ministry of Education, Government of India, Bangalore. (*Chairman*).

2. Sri M. Shamanna, M.A., Financial Secretary to Government of Mysore, Bangalore.

3. Sri H. M. Chennabasappa, B.Sc., President, District Board, Mysore.

4. Sri P. Kodanda Rao, Servants of India Society, Bangalore.

5. Sri A. R. Badarinarayan, B.A., B.L., President, District Board, Shimoga.

6. Sri Mulka Govinda Reddy, B.A., LL.B., M.L.A., Chitaldrug.

7. Sri M. Shankaralinge Gowda, B.A., M.L.A., Nagamangala, Mandya District.

8. Sri M. Venkateswaralu, Accounts Assistant to the Director of Public Instruction, Bangalore.

9. The Secretary to Government, Education Department, Bangalore.

10. Sri B. M. Krishnamurthy, Superintendent, Accounts Section, Office of the Director of Public Instruction (*Secretary*).

The Main Committee held ten further meetings on 19th December 1952, 20th December 1952, 22nd December 1952, 23rd December 1952, 24th December 1952, 15th January 1953, 1st February 1953, 2nd February 1953, 18th February 1953 and 19th February 1953 at which the recommendations of the several Sub-Committees at the different stages of their work were discussed.

Dr. S. Radhakrishnan, Vice-President of India, very kindly consented to meet the members of the Committee for discussions on 1st January 1953. The meeting with the Vice-President took place at the Residency Guest House, Bangalore, and at this meeting, there was a general discussion and exchange of views about the recommendations of the Committee which had by this time reached the concluding stages of its deliberations. The next day, *i.e.*, on 2nd January 1953, Dr. S. Radhakrishnan addressed the members of the Reforms Committee at a public meeting in Sir K. P. Puttanna Chetty Town Hall, Bangalore.

The Final Meeting of the Committee took place on 26th February 1953 for passing the Final Report.

6. The Steering Committee held seven meetings on 27th September 1952, 28th September 1952, 1st October 1952, 3rd October 1952, 15th October 1952, 30th November 1952 and 29th January 1953.

At the first three meetings, the Steering Committee discussed the main educational problems of the present day and outlined their recommendations regarding educational policy, for further examination by the Sub-Committees. At the third meeting, the appointment of the eight Sub-Committees mentioned above was recommended for the approval of the Main Committee. At the next four meetings, the Steering Committee reviewed the recommendations of the different Sub-Committees. As the Chairmen of the several Sub-Committees were also members of the Steering Committee and as the Secretaries of the Sub-Committees were also present at these meetings, the Steering Committee provided a valuable means of co-ordination. At the meetings of the Steering Committee, when there was a divergence of opinion, the recommendations in question were referred back to the Sub-Committees concerned for further consideration, or for discussion at joint meetings.

7. There were in all 64 meetings of the Sub-Committees. A list of the meetings is given overleaf.

MEETINGS HELD BY THE SUB-COMMITTEES.

Sl. No.	Sub-Committee	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Primary Education*	16th Oct. 52	17th Oct.	18th Oct.	27th Oct.	28th Oct.	9th Nov.	19th Nov.	1st Dec.	13th Dec.	31st Dec.	17th Feb.	..	..
2	Secondary Education†	16th Oct.	18th Oct.	20th Oct.	10th Nov.	11th Nov.	29th Dec.	..	..	..	..	..	..	..
3	University Education	18th Oct.	22nd Oct.	3rd Nov.	4th Nov.	5th Nov.	7th Nov.	17th Nov.	18th Nov.	8th Dec.	9th Dec.	12th Dec.	18th Dec.	31st Dec.
4	Technical and Vocational Education	16th Oct.	20th Oct.	31st Oct.	12th Dec.	29th Dec.	..	..	..	..	..	..	..	..
5	Health, Physical Education, Etc. ..	16th Oct.	20th Oct.	22nd Oct.	13th Nov.	21st Nov.	28th Nov.	17th Dec.	31st Dec.	..	..	..	..	..
6	Teacher Training	20th Oct.	21st Oct.	7th Nov.	8th Nov.	8th Dec.	9th Dec.	23rd Dec.	29th Dec.	17th Feb.	..	..	..	..
7	Finance and Administration ..	16th Oct.	29th Oct.	30th Oct.	11th Nov.	12th Nov.	31st Dec.	12th Jan. 53	13th Jan.	28th Jan.	..	..	..	..
8	Education and Employment ..	23rd Oct.	12th Dec.	29th Dec.	..	..	..	..	..	..	..	..	..	..

* The Primary Education Sub-Committee constituted two smaller committees for framing the Syllabus for the Primary Schools and for examining the Elementary Education Act of 1941. These held meetings on 4th November and 8th November, respectively.

† The Secondary Education Sub-Committee constituted an Ad-Hoc Curriculum Sub-Committee, which met on 21st October 1952.

The procedure adopted by the Sub-Committees on a more or less uniform basis was as follows:—A Memorandum dealing with the problems relating to the particular grade or aspect of education was first prepared taking note of the terms of reference, the Chief Minister's survey in his inaugural speech, the outline of policy suggested by the Steering Committee, the various earlier reports of Mysore, and other All-India reports on Educational Reforms, the opinions expressed on the floor of the Legislature and in the Press, etc. This memorandum formed the basis of discussion, and further issues arising therefrom were formulated and discussed. The detailed proceedings of each meeting as well as the Memorandum of each of the Sub-Committees were sent to the Chairmen and Secretaries of the other Sub-Committees for purposes of co-ordination. At every stage in the proceedings, a summary of the recommendations of each Sub-Committee as at that stage, was prepared and sent to the members of the Main Committee so that at the time of the meetings of the Main Committee, the members could be in full possession of information of all that had happened in the Sub-Committees.

Joint meetings were held whenever considered necessary to discuss important problems which had a bearing on the work of more than one Sub-Committee.

Twelve *Ad-hoc* Committees for preparing syllabuses were appointed by the Committee. A list of members of the *Ad-hoc* Committees is appended to the Report.

8. Forty-eight Memoranda presented by members of the Committee, other individuals and associations, and some references from the Government of Mysore were considered by the appropriate Sub-Committee in the first instance and the views of the Sub-Committees were communicated to the Main Committee later. The opinions of the Main Committee on these Memoranda as well as on the references have been incorporated in the report. A list of members of the Committee, other individuals and associations who presented Memoranda for consideration of the Reforms Committee is appended to the Report.

9. Besides the Main Committee which had the benefit of discussions with Dr. S. Radhakrishnan, the members

of the Sub-Committees also had the opportunity of discussing the reforms with the Vice-President on two days as noted below:—

29th December 1952 at Mysore, Sub-Committee for—

(*a*) Secondary Education.
(*b*) Technical and Vocational Education.
(*c*) Teacher Training.
(*d*) Education and Employment.

30th December 1952 at Bangalore, Sub-Committee for—

(*a*) University Education.
(*b*) Primary Education.
(*c*) Health, Physical Education and Extra Curricular Activities.
(*d*) Finance and Administration.

10. As suggested in the Government Order appointing the Committee, some members of the Committee visited certain educational institutions.

11. In the four and a half months which has elapsed since the inauguration of the Committee's work, there have been fourteen meetings in all of the Main Committee and seventy-one meetings of the Sub-Committees and the Steering Committee.

Chapter II.

HISTORICAL REVIEW.

1. The beginnings of an organised system of public education in Mysore were made in the years following the famous Wood's Educational Despatch of 1854, which gave direction to educational development in India in the subsequent years. The administration was then in the hands of a British Commission. It was at this time that an articulated scheme of development called the "Devereux Scheme" after the name of its author, the Hon'ble Mr. Devereux, then Judicial Commissioner, was drawn up. This scheme led to the creation of a Department of Education with a Director of Public Instruction at its head and a staff of two Inspectors, four Deputy Inspectors and twenty Sub-Deputy Inspectors, each of the last-named being in charge of a taluk, and to the establishment of a Central College, four Anglo-Vernacular Schools and eighty Vernacular Schools at taluk headquarters.

2. These formed the foundations of the present system of education in the State. The Central College mentioned above has now grown into the Mysore University with 35 colleges including professional colleges. The 4 Anglo-Vernacular Schools have expanded into 217 High Schools and 1,364 Middle Schools; in the place of the 80 Vernacular Schools we have now 9,805 Primary Schools. There are besides, 2,224 schools for adults, 27 schools for professional education and 2 special schools.

3. The quantitative expansion has been remarkable. After the Rendition in 1881, the Rulers and their able Dewans looked upon education as one of the foremost activities of the State and paid special attention to educational expansion. But they were under the limitations of the supremacy of a foreign power, so that though there were great additions to the educational structure, these were more in the nature of re-duplication of existing institutions and very little was done to change the fundamental character of education and adapt it

to the changing needs of time and growth. No doubt, attempts were often made to give education a new shape, but there was no continuity of policy in this respect, with the result that many excellent measures once introduced, were not followed up or were abandoned after being only partially attempted. There is evidence of lack of co-ordination between the several agencies and sometimes among branches of the same agency, so that there has been no cohesion of effort, without which no activity can be fruitful. Grave defects like "wastage" and "stagnation", for instance, have been repeatedly observed but expansion has proceeded apace without effective and determined effort to eradicate these defects.

4. Worthy attempts have been made and far-sighted ideas have been suggested. One feels that if all the good things attempted on different occasions were to be pieced up together to make a coherent whole and just a few changes made to meet new requirements, we may, perhaps, have a scheme of reform which may largely solve our present problems. The following paragraphs contain a brief historical review * of the development of education in Mysore since its organised beginnings. This history will, it is hoped, throw sufficient light on our present problems.

(1) Primary Education.

(i) *Organisation of Primary Education.*

5. The history of the administration of Primary Education in Mysore may be narrated in three stages. In the first stage, from 1893 to 1928, it was considered that in order to promote the spread of education in the rural areas, local effort and co-operation should be enlisted by a system of aided village schools with village committees to supervise them. In the second stage, from 1928 to 1941, the view that Primary Education was the concern of the people of the locality rather than that of the State prevailed. Fresh methods were tried accordingly. When it was found that aided schools depending upon voluntary contributions from the villagers proved a failure, it was

* In this review the material obtainable from the official reports and documents has been utilised.

thought that the management of the school should be entrusted to an organised body like the Village Panchayet. But a few years later as experience showed that the arrangement did not work well, the experiment of placing the primary schools in charge of larger organised local bodies like District Boards was tried in 1931. In 1941, after 10 years of transfer of control to the District Boards, Government realised that the experiment had not resulted in the expected spread of education. They, therefore, resumed control of all Primary Schools and then began the third and present stage in which the principle that Primary Education is the responsibility of the State has been the guiding factor in development.

6. As far back as 1883, Sir K. Seshadri Iyer, the then Dewan of Mysore, observed that " the Government schools established in Hobli villages had not proved to be an adequate means for the wide spread of elementary education as they were wanting in that popular element in their constitution and direction which alone can give them success." He envisaged a time when Local Boards assisted by village Boards where practicable, would take entire charge of these schools, governmental interference being limited purely to the prescribing of the proper standards and providing the Boards with a good and competent staff of Inspectors. As the first step in this direction, Village School Committees were set up in rural areas. Their functions were : " to visit the schools from time to time, examine the registers, look to the proper maintenance of furniture and school appliances, to inform the inspecting officer of the absence of the teacher, to take charge of the schools when the only teacher dies or absents himself on good grounds, to be present at the time of handing over charge, to see to the regular work of the school, to communicate with the Inspector regarding the improvement of the school and to take steps for providing proper habitation for it." These committees are stated to have failed to function successfully in the initial stages but later to have shown " signs of increased interest in the management of the schools entrusted to them."

7. Financial considerations made the Government look for support from the local people for the maintenance of schools. It was thought desirable to devise a means by which the number of schools could be increased without

unduly increasing the financial burden on the Government. In 1914, the Inspector-General of Education put forward a scheme by which the villagers as a whole were made responsible for maintaining the school with a grant paid by Government supplemented by their own contributions. This scheme was then considered to be " well suited to evoke and organise local effort in the rural areas." But five years later these aided schools stood condemned for inefficiency. The Representative Assembly began to bring repeatedly to the notice of Government the unsatisfactory condition of these aided schools which formed the bulk of the Primary Schools, and urged for their conversion to Government schools. Mr. C. R. Reddy, the then Inspector-General of Education, observed in his Education Memorandum of 1919, " The proper solution of this problem is either their conversion into Government institutions in accordance with the scheme under which areas could be divided into poor, middling and rich, the poorer areas receiving preferential treatment, or the starting of Taluk or Hobli Educational Associations like the Co-operative Societies to which grants proportionate to what they raise by subscription may be given and the Association put in charge of the entire Taluk. It is difficult to say how far this will be possible, but this is the only way in which the grant-in-aid system should be retained ; then there will be a field over which it will be possible for the central body to exercise disciplinary jurisdiction as by the transfer of teachers, which is not possible in the case of the Grant-in-aid schools, or Local Bodies must be compelled to levy rates and raise a large enough sum with which to organise them well and maintain them in good condition. As things are at present, one hears that in some places grants are drawn while no schools are in existence. If the villagers and teachers are friendly no complaints will be received." In their orders on the Memorandum, Government provided for the conversion of the inefficient aided village schools to Government schools by means of a five-year plan, a process which it has not been possible to complete even after thirty years.

8. In 1927-28, the scheme of Village Panchayet schools was introduced. Under this scheme, each Panchayet was to be paid a grant of Rs. 100 per annum to be supplemented by Rs. 44 from its own resources. The Panchayets were allowed to exercise complete control over the

school, the function of the Department being limited to mere educational supervision and inspection necessary to maintain the required standard of efficiency. In four years, 142 aided Panchayet schools came into existence as the result of this policy. But experience showed that these schools were not a success. "Want of sufficient experience" and the existence of "personal, local or party interests" rendered these schools inefficient. The people had not advanced sufficiently "in education and in the responsibility of public life", a necessary condition for the success of a scheme of local control over education.

9. The Mysore Elementary Education Regulation of 1930 brought about a radical change in the administration of Primary Education. While the wide expansion and well-ordered improvement of Primary Education was considered to be essential for the progress and welfare of the State, Government felt it increasingly difficult to finance and execute schemes of expansion, with its "limited and inelastic resources," and were of the opinion that if progress had to be made, the local bodies should come in for a proportionate share of the expenditure and undertake the control of Primary Education as an obligation and make it efficient and effective in consonance with local opinion and needs. All the Primary Schools were therefore transferred, under the Regulation, to the administrative control of the Local Education Authorities—the eight District Boards and four Municipalities—who were charged with the responsibility of consolidation, expansion and development of Elementary Education within their areas. These authorities were empowered to levy an education cess or an additional education cess on certain items of State revenue. The passing of the Regulation was expected to result in the progressive expansion of Primary Education with a view to reaching, within a reasonable period, the goal of universal Elementary Education.

10. But ten years after the experiment had been tried, the results were found to be far from satisfactory. A survey made by a Committee on Elementary Education in 1938, revealed that little progress had been made in the ten years from 1928. The number of Primary Schools had practically remained constant during this period while their strength had actually gone down. The number of

girl pupils had increased by a bare 200 while the number of schools for them had decreased by 51. The chief cause for the failure of local control was analysed to be the weak financial position of the Boards and the consequent need to resort to immediate further taxation which deterred the Local Bodies from taking progressive steps. The Committee accordingly recommended that in the interests of Primary Education, Government should resume control of the schools. At about the same time the Hartog Committee had also expressed the view that mass education should be the duty of the Government, a view reiterated by the Sargent Report a few years later.

11. A new "Elementary Education Act of 1941" was therefore passed by which the control of Primary Education was resumed by Government. Provision was made to give a school to each village with a population of 500 in the Maidan and 300 in the Malnad areas of the State. A four-year plan for the opening of 1,000 schools was launched. Proposals were made for appointing more Inspectors so that in the interests of efficiency, no Inspector would have more than 100 schools in his charge. Steps were also taken to improve the accommodation and equipment for schools.

12. Responsibility for Primary Education has since then been the policy of the State.

(ii) *Duration of the Primary Course and the Curriculum.*

13. About sixty years ago, Primary Schools teaching "three simple standards" were considered to be satisfactory enough institutions. Teaching the three R's was the main objective of these schools.

14. The educational rules which were in force about the year 1910 classified the Primary Schools into "Lower Primary" Schools having the Infant and First Kannada standards, and the "Upper Primary" Schools having the Infant and higher standards. The Infant class, though considered as a separate class, consisted of two sections "Infant A" and "Infant B". In "Infant A", again, there were two groups, one "Not reading printed books" and the other "Reading printed books". Some went through this Infant Class in a year while some toiled

through taking a much longer period and some never reached the " B " class. The subjects of study were the indispensable three R's and in the higher classes some Mysore History and Geography. Attempts were made to improve the methods of Elementary Education by bringing the teachers under the influence of Kindergarten principles and methods. In 1908, Miss R. Latter, Headmistress of the Invicta Road London County Council School, Blackheath, a specialist in Kindergarten methods, was invited to train teachers in these methods. The kindergarten methods did not, however, take deep root in the schools for want of teachers capable of following the activity methods. Work in these Primary Schools lapsed almost entirely to the traditional methods of teaching the three R's.

15. Though the Primary course was of four years' duration in theory, a large number of schools had only the first two classes. In their orders on the Educational Memorandum of 1919, Government considered that it was necessary " to make the Primary course sufficiently long and continuous so as to give, by the time it is completed, the rudiments of education enabling the pupils to become literate." Until this year, pupils who had passed out of the two Lower Primary classes could either enter the Upper Primary classes or join the Anglo-Vernacular Schools. In their orders on the Memorandum, Government ordered that the entire four years' course should be confined to the 'vernacular'.

16. In 1923, a new curriculum for the primary schools was prescribed by the Education Department. In addition to the three R's, subjects like Moral Instruction, Nature Study correlated with Object Lessons and Drawing, manual occupations, such as Kindergarten occupations, clay-modelling, paper-folding, Geography, History, Singing, Physical Drill and Games were introduced. The Department made the following observations about the new curriculum ten years after its introduction: "In addition to the teaching of the purely literary subjects, provision is made for manual training which is really mental training through the hand and the eye; for games and recreations, which would enable the children to cultivate a love for outdoor life and to develop hobbies in various creative fields; for gardening, the study and

practice of which would enable children to cultivate powers of observation, love of nature and a bias for the main rural occupations—still, if instruction imparted in primary schools has been merely formal and unattractive to the villager, the fault does not lie in the curriculum but in the teacher with his low qualification and his faulty teaching methods. Unless teachers with higher qualifications capable of receiving sound training and of using better methods of teaching well adapted to rural schools, such as the Project Method, are employed, conditions of these schools cannot improve, and there is no real hope of their becoming community centres."

17. The above observation indicates the existence of the big gap between " the Act and the Fact ". It is clearly an admission of failure to introduce a curriculum on paper into the actual work of the schools. Reading the above, one feels that carrying out a curriculum devised so long ago as 1923 would by itself be a great step in the direction of reform today.

18. The idea of a Six-year Primary Course was thought of twenty years ago, in 1933, as a necessary reform to eradicate wastage and render Primary Education effective. It was then said—" The length of the course should be increased as is now under contemplation, to a continuous course of six years in all Primary Schools so that pupils may be encouraged to stay at school for a longer period and turn out to be permanent literates with some taste and capacity for increasing their knowledge by self-effort. The lengthening of the course will bring education of a higher grade to the very doors of the masses and will, at the same time, help to bring about one of the most important reforms required in the Primary Schools, namely, the adaptation of the curriculum to the actual conditions of urban and rural life." One of the most significant changes which the present Reforms Committee is recommending is the re-organisation of the Primary Course to one of six years—the translation into fact of a need felt so long ago.

19. A curriculum, however good, will not by itself go far enough, unless we have teachers to implement it in the schools. But as it was nearly twenty years since the curriculum had been drawn up, a committee was

appointed in 1941, to revise the curriculum. As a result of their labours, a course of studies, as follows was prepared:—

(1)	Language	12 periods
(2)	Arithmetic	6 periods
(3)	History and Civics .. .. (Stories instead of "History" in the I and II classes).	2 periods
(4)	Geography .. .. (In the first two classes, Geography is to be taught in correlation with nature study and study of local surroundings).	2 periods
(5)	Activities .. .. (Nature Study, Drawing, Handwork, Singing, Hygiene or Needle-work and Domestic Science).	17 periods
(6)	Physical Education and Games ..	5 periods

20. The Board of Education was an integral part of the Mysore Economic Conference which came into being in 1911 with the object of associating men of enlightenment, public spirited citizens and others, with the officers of Government in deliberations connected with the educational progress in Mysore. As a measure of retrenchment, the Economic Conference was abolished in 1931, but with its revival in 1945, the Board again began to function. This Board considered the problems of education in the several grades. In respect of Primary Education, the Board recommended the re-organisation of the existing eight-year course comprising of 4 years of Primary and 4 years of Middle School Education, to one of 5 years of Primary and 3 years of Middle School. It was their opinion that any course short of five years would not be sufficient to achieve the chief objective of Primary Education which is not merely to give instruction in the three R's but also to provide a basic equipment of general knowledge aiming at the development of intelligence, skill and, a broadened outlook.

21. As regards the curriculum, the Board expressed the view that though in the then existing curriculum the term "Activities" had been introduced for the first time and Singing, Nature Study, Gardening, etc., had been included under this head, the old orthodox lines had been retained by having a compartmentalised subject-curriculum with

Language, Arithmetic, History, Geography, Civics and Hygiene. They expressed their opinion in favour of a new curriculum with three broad divisions as follows :—

(1) The fundamental skills required for Reading, Writing and Arithmetic.

(2) " Units of Activity " based on the experiences of children and introducing them to new experiences in various forms, involving the use of the fundamental skills in a more or less marked degree.

(3) " Larger Projects " to be pursued not only for their own sake but also as a means of acquiring useful knowledge and skills in the way they function in real life.

22. Dr. C. R. Reddy, who was invited by the Mysore Government in 1949 to examine the educational system in Mysore and make recommendations for its reform, observed that though the curriculum had been drawn up in 1942, sufficient attention was not being paid to activities involving hand and eye training, Nature Study and gardening which are as important as the learning of the three R's. As regards the duration of the course, he did not express himself in favour of lengthening it as it would mean a necessary increase in the financial commitments of the State in view of its policy of Compulsory Education.

23. There have thus been two views about the duration of the course, one which holds that the existing curriculum must be worked well and that there is no need to lengthen the course, and the other that the very lengthening of the course is essential for the prevention of wastage of effort.

(iii) *Compulsion.*

24. Compulsion in Mysore has a long history of 40 years but it has been one of breaks and vicissitudes. Compulsion was first introduced in the State in the year 1913 during the period of the Dewanship of Dr. M. Visvesvaraya. The Elementary Education Act No. 5 of 1913 required the parent of every boy between the years of 7 and 11 to send him to a recognised school, unless his attendance was excused either owing to the distance of the school or the illness of the student or domestic necessity etc., or the fact that he was receiving instruction in some other satisfactory manner. Employment of a boy between the compulsory ages was prohibited under a

penalty and the parent who failed to send his boy to school was liable to be prosecuted and fined. School Committees consisting of a Chairman and not less than five members were appointed by the Inspector-General of Education. In municipal areas these were appointed by the President of the Municipal Council with the concurrence of the Inspector-General for the enforcement of the provisions of the Regulation. A member of the Committee was nominated as Attendance Officer. He was charged with the duty of checking attendance reports, scrutinising exemption certificates, issuing warnings and instituting prosecutions. The powers and duties of the Committee were to investigate the educational needs of the locality, take steps to supply them, maintain up-to-date lists of boys of the compulsory age and secure their attendance, submit returns of attendance, arrange for the issue of warnings and institute prosecutions. The Deputy Commissioner or the President of the Municipality concerned was required to get a full and correct list prepared of children of the prescribed age limit in the area to be brought under the operation of the Regulation, send the same to the Attendance Officer and get such lists revised every year.

25. By 1915-16, when the scheme of compulsion had been in operation for two years, 27 centres including the cities of Bangalore and Mysore had been brought under the Regulation. The scheme gained in popularity as evidenced by numerous applications from different parts of the State for its introduction, with the result that by the end of 1921-22 it was in operation in 240 centres with 44,009 children of compulsory age attending the schools in these centres. In that year, warnings were issued in 1,658 cases; exemptions were granted in 136 cases; and prosecutions were instituted in 72 cases, in 38 of which penalties were imposed.

26. The administration of Compulsory Education was not, however, quite satisfactory. In many centres, the Attendance Committees did not discharge their duties with any real earnestness. In a few places they actually became defunct. This was explained as being due to the absence of a paid agency for taking the census of boys of compulsory age, inadequate accommodation, staff and equipment to enforce the Regulation. Another reason

was want of sufficient enthusiasm on the part of Attendance Officers who were required to do honorary work without even clerical assistance.

27. The Inspector-General (Dr. C. R. Reddy) in his Education Memorandum of 1919 expressed himself against Compulsory Education until after education on a voluntary basis had been developed adequately throughout the State. He was of the opinion that compulsion in any area, with its financial commitment would be inequitable unless each " unit area " including the rural areas was provided with a certain number of schools. Another factor which, in his opinion, was operating against the success of compulsion was the existence of peculiar social conditions which made special schools necessary for different communities, races and sexes, a factor which has largely disappeared to-day.

28. Government agreed with Dr. C. R. Reddy's views and ordered that the scheme of compulsion might be extended only to 20 more centres, bringing up the total number to 250.

29. Consistent with the view Dr. C. R. Reddy expressed in his memorandum, he recommended that all the inefficient aided schools in the rural areas be taken over by the Government and that 10,000 schools be opened according to plan throughout the State. Extending educational facilities throughout the State on an equitable basis first, and adopting measures for compulsion and the consequent concentration of funds in particular areas next, was thus the policy he recommended and which the Government approved. In 1926, Government passed formal orders, on a report from the Department of Education, to the effect that compulsion need not be extended as it was not fair to concentrate attention on the compulsory areas to the neglect of others. Government further ordered that the attention of the Department might be confined to the improvement of existing schools and that, in all compulsory centres, the local bodies should be asked to contribute their share of expenditure of compulsory education.

30. The Elementary Education Regulation of 1930, under which control of Primary Education was transferred

to local bodies provided for the expansion of educational facilities in 10 years so as to pave the way for compulsion at the end of the period. But as stated earlier in this review, the aims were not realised and compulsion was not introduced.

31. The view then came to be held that a matter of more serious concern than compulsion was that of wastage in the Primary Schools caused by the dropping off of pupils before the completion of the course. Therefore, as a fore-runner of universal Compulsion, the Elementary Education Regulation of 1941 was amended so as to bring into operation a scheme of compulsory attendance by which it was laid down that a parent, once he got his child admitted to a Primary School, should keep him there until the child completed the course or reached the age of 12, whichever was earlier. The scheme of Compulsory Attendance as it was called, was proposed to be introduced in nine taluks every year. It was expected to cover the whole State in ten years. It was considered that at the end of this period the State would be ripe for compulsion. In each set of nine taluks in which the scheme was to brought into effect every year, provision was to be made for eliminating single-teacher schools, for providing schools with more teachers, more and better equipment and accommodation.

32. By the end of the year 1948-49, the fourth set of nine taluks had been brought under the scheme of partial Compulsion or Compulsory Attendance, which were synonymous terms used for the scheme. But from all accounts, it appears that the necessary steps to implement the essential principle of the scheme, *viz.*, the retention of the pupils till the end of the course, were not taken. When Government saw that the scheme, which required an extra cost of about five lakhs annually both recurring and non-recurring, had not yielded adequate results, they ordered in 1950, that it may be dropped.

33. In 1947-48, Government considered that the scheme of Compulsory Attendance did not go far enough as it applied only to pupils who joined school voluntarily. It left out of account the very large number who never joined at all. In that year they, therefore, ordered that compulsion be introduced in nine taluk headquarter hoblis

in which the scheme of Compulsory Attendance had already been introduced. The idea then was that compulsion should follow in the wake of Compulsory Attendance with immediate effect. In 1948-49, the scheme of compulsion was extended to the entire area of these nine taluks. Further extension of compulsion has not been undertaken for reasons of cost.

34. The problem of compulsion has not been tackled in the light of a steady policy so far. Shall we expand the number of schools and steadily go on improving their quality and then embark upon compulsion, or shall we proceed with compulsion at once ? This is the present problem. But the Directive Principle of the Constitution that every State should endeavour to provide for free and compulsory education until the age of 14 in a period of ten years from the date of the Constitution, changes the complexion of the whole problem.

(iv) *Wastage and Stagnation.*

35. The term " Wastage " is one which has been very widely used in educational reports. At the State Conference of Primary and Middle School Teachers at Bangalore in 1932, the Dewan observed as follows :—

" The falling off in strength between class and class of Primary Schools is distressingly heavy, and so long as this condition remains unremedied, any increase in the number of institutions, or of children at school, or in any additional expenditure on Elementary Education does not indicate a corresponding improvement in the expansion of literacy and is not matter for gratification. There is something wrong with a system that permits such waste, and it is high time that effective action was taken to mend it."

36. Published Statistics of the period show that of the pupils that were in the first primary class in the year 1927-28 only 22 per cent reached the fourth class in 1930-31. The wastage then was 78 per cent. Taking the number of pupils in the first year class in 1948-49, 33 per cent of them reached the fourth year class in 1951-52. The present figure of wastage is, therefore, 67 per cent. Even considering that the enrolment in the Primary Schools has doubled, the improvement in the situation

has not been satisfactory. The observation made twenty years ago that " it is high time that effective action was taken to mend it " has, therefore, the same force to-day.

37. It would be interesting to note the reasons adduced then for wastage and stagnation. They were :—

(*a*) *The apathy of parents towards education of children, due to extreme poverty or inability to appreciate the advantage of keeping children sufficiently long at school.*–The Inspecting Officers were instructed to carry on propaganda work, particularly in rural areas, to arouse the interest of the parents to the advantages of education as a sure remedy for economic distress. Teachers' Associations, Parent-Teacher Associations, School Day Celebrations, etc., were recommended as important agencies for propaganda. It is interesting to note that the propaganda idea has again been suggested by some members of our Committee now—that not only teachers and inspectors but also leaders of public opinion and legislators should carry on a sustained and vigorous campaign, explaining to the people the educational plan and requesting their entire co-operation. But it was also observed then that there were deeper causes which propaganda could not touch and that tangible results could only follow if there was improvement in the economic condition of the parent and if the parent himself was educated first.

(*b*) *Irregular attendance of pupils and their admission during all months of the year.*—Instructions were issued to admit pupils at specified periods in the year ; these instructions are being strictly followed and admissions are now made only twice a year, in May and in September. It was then thought that universal compulsion which was expected to come into effect by about the year 1941 (but which did not) would be the only effective remedy for irregular attendance. As has been mentioned already schemes of compulsory attendance and compulsion have been tried but the attempts have been unsatisfactory.

(*c*) *The predominance of single-teacher schools of unwieldy size with children of different levels of attainment.*—A method which had been tried before in Assam with some success was also tried here. The school was divided into two sections by the teacher, each sitting for

three hours a day. The infants and the more advanced pupils were taken separately, allowing the latter leisure to help their parents in work on the field. The experiment was reported to have been successful but it had to be abandoned owing partly to the ignorant criticism of the parents, and partly due to want of funds to pay a small allowance to the teachers in such schools for the extra work devolving upon them.

The Central School idea was also tried. II and IV year classes in the single-teacher schools were abolished and the boys were admitted into the Central Schools situated within a radius of a mile and a half. But the Central School idea does not seem to have been tried seriously. In the scheme for the Post-War Development of Primary Education which was submitted to the Government by the Board of Education in 1944, the establishment of properly functioning Central Schools, the provision of transport facilities, using bullock carts if possible, and arrangements for mid-day meals by enlisting public philanthropy were suggested as methods worthwhile trying in the interests of the efficiency of the rural schools. But no action was taken on these suggestions.

The elimination of the single-teacher school has, however, been kept in view by the Education Department. The number of single-teacher schools in the year 1945 was 5,932 and today their number is 5,604.

(*d*) *Shortness of the course and the unreality of the curriculum.*—It was considered that a six-year course would be necessary in order to produce permanent literates having taste for and capacity to increase their knowledge by self-effort. This reform, it was then thought, would not only bring a higher grade of education to the doors of the people but also help to adopt the curriculum to the conditions of urban and rural life. This idea of a six-year course has, to some extent, been achieved by the establishment of New Type Middle Schools, which are Primary Schools with Middle School Classes attached to them. In these schools an English teacher is appointed at first. Another teacher is later appointed as the school develops. The scheme of New Type Middle Schools was primarily intended for the rural areas in which the number of students did not warrant

the opening of a pucca Middle School. The scheme was started in 1943 and now we have over 650 New Type Middle Schools. It would be an interesting study to compare the literacy and the figures of wastage in these areas with those in similar areas in which these facilities do not exist.

(*e*) *Low qualifications of teachers, their inadequate training and inadequate pay.*—The minimum qualification for appointment as Primary School teachers has all along been a pass in the Middle School examination. It is the lowest Public Examination conducted at the end of a eight-year course of Primary and Middle School Education. The course of training was originally one of three years' duration. The first two years were devoted to the further general education of the teachers and the last year to their professional education. But the provision for training was most meagre in extent so that the vast majority of teachers with this meagre Middle School qualification remained untrained. A Conference of Local Education Authorities in a resolution adopted twenty years ago observed that the real remedy was to raise the minimum qualification for entry into the teaching profession and to improve the conditions of service so as to attract men of better qualifications and character to work into the villages and play the part expected of them in their reconstruction. An official observation also made about the same time was: "If it could be made worthwhile for S.S.L.C.'s and Upper Secondary's to become teachers of Primary Schools, they would not only be able to give more efficient instruction in ordinary school subjects but also be fit to impart instruction in Agriculture, etc., and give a local practical bias on the content side."

38. The low quality of teaching has been perhaps, the most serious cause responsible for the large amount of wastage in Primary Education. Finance has always been the great problem.

(v) *Basic Education.*

39. In 1944, the Mysore Representative Assembly passed a resolution recommending that 2,000 Basic Schools should be started in the State. In the session of the

Legislative Council that followed, pressure was brought to bear on Government that it should make a beginning with Basic Education.

40. Even before this time, two private agencies—the Wardha Education Committee, Mysore, and the Basic Education Council, Kengeri—had been actively interesting themselves in Basic Education. The latter was given a grant of Rs. 3,500 in the year 1946-47 for training teachers.

41. Direct effort by Government in the field of Basic Education started in 1946. Two officers were deputed to Wardha, one of whom was appointed to organise a Basic Training Centre for teachers at Hüttanahalli, now called Vidyanagar, in an evacuated military camp covering about 80 acres. The curriculum was modelled on the lines recommended in the Zakir Hussein Committee's Report.

42. Eight graduates including two women, and four under-graduates were later sent to Sevagram and Shantiniketan for training so that they might be taken on to the staff of the Basic Training Centre at Vidyanagar.

43. Since the establishment of the Training Centre, 304 Primary School teachers and four graduates have been trained there. The first batch of 30 teachers trained in 1947-48 were posted to remodel 12 Primary Schools in the Vidyanagar area into Basic Schools. The teachers trained in the subsequent batches were posted to schools in different parts of the State with the same purpose. The following table shows the development:—

Year	No. of Schools		No. of Pupils	
	Junior Grade	Senior Grade	Junior Grade	Senior Grade
1947-48 ..	13	..	628	..
1948-49 ..	13	..	730	..
1949-50 ..	73	..	5,942	..
1950-51 ..	101	..	6,744	..
1951-52 ..	101	3 *	8,129	180

44. A Basic Education Committee was formed in 1950 to function as an Advisory Board.

* The three Senior Basic Schools have Grade V.

45. The total expenditure as it stands now is Rs. 1,67,838 for the Junior and Senior Basic Schools and Rs. 56,934 for the Training Centre.

46. The Government of India have now sanctioned for 1952-53 a sum of Rs. 54,840 recurring and Rs. 34,419 non-recurring for the development of Basic Education in the Vidyanagar compact area.

47. The practical difficulties that have been experienced are lack of the right type of teachers in sufficient number, inadequate supply of standard equipment, and provision of other facilities. General problems like the place of English and co-ordination between the Basic Schools and the existing Middle Schools in regard to transfer of pupils from one type to the other have also come up for consideration.

(2) Adult Education.

48. Adult Education in Mysore has a history of over half a century. In 1905, there were 73 adult Night Schools "for the education of illiterate artisans, labourers, shop-keepers and others above the age of 15 who have to earn their bread by labour." In that year these schools were attended by 1,867 pupils. Of these, 62 schools were aided by monthly or lumpsum grants and 11 were unaided. Of the total number, 56 were Kannada Schools, 12 Hindustani Schools, 4 Panchama (Scheduled Caste) Schools and one was a Telugu School.

49. After a few years, Adult Education work came to be of two kinds, one in the form of continuation classes for literates and the other for illiterate adults. Government began to pay liberal grants, Rs. 3 to Rs. 8 in village areas, and Rs. 14 in Taluk headquarters having two classes, one for the three R's and the other for imparting instruction of a slightly higher standard. The number of these schools increased by leaps and bounds and in 1918-19 there were 2,671 Adult Night Schools. But in his report for the year 1917-18, the Inspector-General of Education said of these schools: "It is not possible to pronounce at this stage on the value of these schools, especially as no tests like examinations have been imposed".

50. Though the schools multiplied very rapidly and the total attendance conveyed the impression that the experiment was a success, closer examination revealed defects of a serious character. The Education Department began to hold the view that the rapid increase in the number of schools was due at least as much to the anxiety of the teachers to supplement their income as to that of adults for education. The attendance was rather irregular owing to the impossibility of maintaining discipline over the adults, the exigencies of harvest and other seasons, the counter-attraction of Jatras and Weekly Fairs and the wavering interests of the adult students owing to the fatigue of manual work. The curriculum was also open to objection as being too literary and not practical. It was felt that it would not be of use to adults in their daily avocations and was of too ambitious a charater to be usefully adopted in rural areas, with the inefficient teaching staff. No proper text-books were prescribed. The inspecting staff was not adequate enough to be able to exercise effective supervision. No examinations which could " serve as a check and voucher " were prescribed to test the value of the work done.

51. In 1922, it was observed that owing to these defects the Adult Night Schools were in a languishing condition. Any further expenditure on them was considered a waste. It was therefore ordered that 50 per cent of these schools should be closed.

52. Speaking of the future of these schools, Dr. Brajendra Nath Seal, who was then Vice-Chancellor and Chairman of the Board of Education, observed in his speech at the Economic Conference session of 1922 that " besides arranging for inspections and periodical reports, it will be necessary to hold examinations (mostly oral and practical). They will be a voucher for continuous attendance and regular work. But mere certificates following the examinations will not be worth the paper they are written upon ; prizes in sufficient number and value must supplement the certificates—prizes in money or in articles that may be useful to the recipients in their daily vocation, such as tools, raw materials or requisites for cultivation or other industry. What is equally necessary is that the teaching should be simple. direct and practical, should employ visual or oral methods of instruc-

tion, besides, of course, being based on Primers, specially prepared to serve as guides to the instructors or as text-books ".

53. The Government considered that the lines of work suggested by Dr. Seal were " no doubt interesting ", but that they involved a question of funds. As a result of such a view being taken, the number of Adult Night Schools began to dwindle. In 1931-32, there were only 69 schools with 1,729 pupils.

54. Adult Education came to a stand-still during the next ten years till 1942. Lack of finance was stated to be the main impediment to expansion. But ideas about Adult Education were developing in this period and found concrete shape a decade later. Firstly, it began to be considered that the aim of literacy which was followed in the old Adult Night Schools was very inadequate and that Adult Education should cover a wider field. It was observed in an administration report of the period : " When the country is making rapid progress in the political field, it is quite essential that the voters should be educated so as to discharge their duties as citizens. .... Adult Education has sometimes been given a narrow connotation as merely intended to equip adults with a knowledge of the two R's, but a more comprehensive content will have to be given and instruction provided in personal hygiene, sanitation and elementary principles of co-operation. The methods of teaching will have to be improved and the powerful aid of the Cinema, and in the near future, the Radio, enlisted in the cause of the education of the adults ".

55. Secondly, the view came to be held, in this period that non-official agencies would be in a better position than the Government to be in charge of Adult Education. Non-official organisations in taluks and hoblis, subject to the control of a Central Board, were suggested. The suggested lines of future work were enlisting the services of voluntary workers as well as paid workers, training them as village workers, starting of village clubs in Central Schools, imparting of literacy and general knowledge and providing for such recreation and amusement as would induce the villagers to gather there regularly.

Other activities suggested for the clubs were, arranging for the reading, in a group, of newspapers containing stories, news, information on subjects such as cattle breeding, cultivation, health, co-operation, etc., arranging for lectures and occasionally, for Harikathas and Cinema shows, Dramas, etc.

56. The period 1931-1941 was thus a period of developing ideas in the field of Adult Education, but a period of inaction owing to want of funds.

57. In the year 1939-40 the Kolar Town Municipality launched a Scheme of Adult Education sponsored by Sri J. B. Mallaradhya of the Mysore Civil Service, who was then its official President assisted by a well-known Kannada writer Sriman Devudu Narasimha Sastry, M.A. Official records indicate that this pioneer effort secured very encouraging results in this local area, *viz.*, the Kolar Town Municipality. In 1940, the Mysore University Union launched a literacy campaign in Mysore City. Similar work is said to have been done much earlier by a band of students in the Maharaja's College, Mysore, under Mr. C. R. Reddy's direction when he was Professor in that College about the year 1917. But the later seed has fructified. Time is a great factor in determining success. The work done by the Kolar Town Municipality in 1939-40 as well as the work done by the University Union were promising. In 1941, the Mysore State Literacy Council was formed. Government sanctioned a grant of Rs. 12,000 to this body. The Council started organised work in January 1942. In six months they had started 193 classes with a strength of nearly 3,000 and had trained nearly 200 teachers and 14 supervisors for literacy work.

58. Government enhanced their grant to the Literacy Council from Rs. 12,000 to Rs. 20,000 in 1942-43. The volume of activity increased and the Council started 1,133 Literacy Classes and 318 "follow up" Libraries. The Inspecting Officers of the Department were entrusted with the work of inspecting the classes. The control of the Department over the general work of the Council was secured by requiring that the grant-in-aid bills of the Council be passed by the Director of Public Instruction. In the same year, under the Rural Reconstruction Drive

which was initiated by Government in selected Hoblis, a special grant of Rs. 80,000 was also sanctioned to the Council.

59. In 1944-45, the Literacy Council thought that the rapidly changing conditions in the country called for change in the aims and methods of its work. Accordingly, it was decided that instead of restricting itself mostly to literacy, it should provide for adult education in all its aspects. In consonance with the new objectives, it changed its name from "The Mysore State Literacy Council" to "The Mysore State Adult Education Council". The Council continued its work in conducting Literacy Classes and Follow Up Libraries in larger measure with a new feature added on, *viz.*, Ladies' Clubs. The Government grant was increased to Rs. 30,000 and that under the Rural Reconstruction Scheme to Rs. 1,44,000.

60. Since then, the total grant to the Adult Education Council were steadily increased until it amounted to Rs. 5 lakhs in the year 1950. Its activities now include not only Literacy classes and Follow Up Libraries, but also Reading Classes for literate adults, Central Libraries, publication of Literacy Text-books and books suitable for adults under the name "Adult Education Series", the publication of a weekly paper for adults called "Belaku", a monthly magazine called "Pustaka Prapancha" on the lines of the famous "Readers' Digest," organising Folk Arts activities and festivals, and visual education work on a wide scale. A notable activity of the Council has been the starting of the "Vidyapeethas" at Nanjangud and Hassan. These are residential institutions for adults, in which they are given general education and practical education in agriculture and cottage industries more or less on the lines followed by the Danish Folk Schools.

61. Under the "Post-War Development Schemes" prepared by the Education Department in the years 1944-47 it was proposed that the Department should take over the Adult Education work. The Board of Education of the Economic Conference which was functioning then resolved that "considering the magnitude of the work, the heavy expenditure involved and the need for close and

systematic supervision, the control of Adult Literacy work be taken over by the Department of Education and a five-year programme be worked out with the help of an Advisory Committee consisting of the representatives of the University, of the Department of Education and influential non-official gentlemen, a Special Officer for Adult Education being appointed under the control of the Director of Public Instruction". The scheme went up to Government, who in 1950 decided, however, that the Adult Education work might continue for the present under the Adult Education Council.

(3) Secondary Education.

(*i*) *Organisation.*

62. About fifty years ago, Secondary Education was being imparted in six types of institutions. These were: (1) The Vernacular Middle Schools: These were schools with five classes including the Primary Classes. All instruction was in Kannada and students were prepared for the Kannada Lower Secondary Examination. (2) Anglo-Vernacular Middle Schools: These schools consisted of Primary Classes as well as the three Middle School Classes in all of which English was taught. Some of these schools had only two Middle School Classes, the third, called the Third Form, being attached to High Schools. At the end of the Third Form, pupils appeared for the English Lower Secondary Examination. (3) Rural Anglo-Vernacular Schools: These were Vernacular Middle Schools with two Special English Classes attached to them so that pupils there might be enabled to appear for the English Lower Secondary Examination. This was done to meet the demand for the study of English in the rural areas. (4) European and Anglo-Indian Schools: In these Schools, all instruction was through the medium of English. (5) English High Schools: These Schools prepared pupils for the Matriculation Examination of the Madras University and later for the Mysore S.S.L.C., Examination. (6) Kannada High Schools: These schools provided higher instruction after the Kannada Lower Secondary Examination and prepared students for the Upper Secondary Examination in which general subjects of more or less the High School standard were studied in the Vernacular. Language study figured prominently in these schools.

63. In their orders on the Educational Memorandum of 1921, Government stated that all schools imparting Education of the Middle School standard should be of a uniform type offering a four-year course of instruction including the study of English, and other subjects taught through the Vernacular. The conversion of the Vernacular and Rural Anglo-Vernacular Middle Schools into the four-year bilingual type was accordingly ordered. The Primary classes were also detached from the Middle Schools. They were either transferred to the existing Primary Schools or to new Primary Schools which were started.

64. The Kannada High Schools mentioned above had been established to provide higher courses of instruction in Kannada after the Lower Secondary Examination. In 1916, there were six Kannada High Schools including three Normal Schools which combined both Normal training and High School education. But owing to the demand for an English education which alone opened the avenues to higher employment and higher studies, these schools were unable to compete with the English High Schools. They had therefore a lingering existence. They had no chance of survival in the "conflict of educational types". As there was a dearth of teachers who had passed the Upper Primary Examination, for the Kannada Schools, more scholarships were instituted. Their value was raised to Rs. 10. But in spite of these inducements, the strength of these schools began to dwindle. Their number reduced itself to three in 1932 and finally, the course was abolished in 1935. As practically the only purpose served by these schools had been to provide Kannada teachers, the course was merged in the training course for teachers.

65. The conversion of the Vernacular Middle Schools to Middle Schools of the bilingual type as provided for in the orders on the Education Memorandum, could not be carried out fully on account of the cost involved. Schools having more than 15 pupils in V and VI Classes provided instruction up to the second standard of the Middle Schools. These schools were called "Incomplete Middle" Schools and were in the nature of a half way house between the old Vernacular Middle Schools and the new Middle Schools. This was also a compromise between the policy of making

English compulsory in the Middle Schools and the desire for the continuance of the purely vernacular type of education. Some schools, were, however, to continue teaching only through the vernacular in all the six classes. These schools were called " Privileged Primary Schools " and their name was subsequently changed to " Upper Primary Schools " preparing students for the present Middle School Examination minus English, corresponding to the old Kannada Lower Secondary Examination. But with the starting of New Type Middle Schools, the Incomplete Middle Schools and the Upper Primary Schools got gradually merged into the New Type Middle Schools.

66. The scheme of New Type Middle Schools was started in the year 1942-43. In view of the increasing demand for facilities for Middle School Education, particularly in the rural areas, and in consideration of the fact that in places where it is not possible to expect more than about a dozen pupils for each of the Middle School classes, it would be uneconomical to open a pucca Middle School, an English teacher was provided under this scheme to the Upper Primary Schools so that they might thereafter send up students for the Middle School Examination. As the schools developed, another English teacher was appointed. This scheme has enabled the spread of Middle School Education to the rural areas, though it must be admitted that these New Type Middle Schools are lower in efficiency than the Pucca Middle Schools. There are now 703 Pucca Middle Schools and 669 New Type Middle Schools.

67. Municipal High Schools came into existence in the year 1929 commencing with the one started at Sagar, in Shimoga District. Out of a total number of 217 High Schools of all kinds, Municipal Schools now number 64. These schools are managed by committees constituted by Government consisting of representatives of the Education Department, Municipalities, and District Boards. They are aided by Government. The grant sanctioned by Government was originally half the net authorised cost subject to a limit of Rs. 50 per section per month. In 1941, this was raised to Rs. 100 per month per class, irrespective of the number of sections in each class. The grant was further liberalised in the year 1947 when the percentage of grant was raised to 75 per cent

of the net authorised expenditure. The authorised scales of pay permissible in the Municipal Schools is lower than that obtaining in Government and aided schools, and representations are being made to equalise the scales. If this is done, the Municipalities will have to bear a proportionately greater share of expenditure than at present.

68. Before the Municipalities started High Schools, High School Education was almost entirely provided by Government and by a few aided schools in the Cities. The expansion of Primary Education was bound to result in an increased demand for Secondary Education. The Municipalities and later the District Boards which came forward to start and maintain High Schools to meet this demand have rendered great service by spreading higher education throughout the State, in the smaller towns and in the rural areas.

69. The Municipalities are however feeling that their financial resources are being strained by the increasing expenditure on the High Schools in spite of the liberal grants from the Government. High School Education would be comparatively costly if it is to be conducted on efficient lines. The Municipalities have been making representations to Government that the latter should take over the High Schools and relieve them of the financial strain they are under. Government have been considering this question not only with the object of giving the Municipalities some financial relief but also with that of improving the efficiency of the schools.

70. Unlike the practice in Aided Schools, the appointment of teachers to Municipal High Schools were, from the start, made subject to the Rules of the Central Recruitment Board. They are now under the purview of the Public Service Commission. In the year 1943-44 the Department took over the power to transfer teachers from one Municipal School to another, thus exercising a sort of Central Control.

71. For the first time in the history of Secondary Education in Mysore, District Boards were permitted to open High Schools in the year 1948-49. Rules were framed for the management of these schools. The management

is vested with a Committee consisting of the President of the District Board, the District Educational Officer, the Sub-Division Officer or Amildar, three non-official members of the District Board nominated by that Board, two non-official members proposed by the Board on the nomination made by the concerned body from the local Village Panchayet or the Municipality, one of them being the Chairman and the other a member of the Municipality or Panchayet. The Committee is constituted by the Director of Public Instruction on the recommendation of the Board. All the District Board Schools, like the Municipal Schools, form one unit for purposes of promotion, and transfers of the staff. While appointments of teachers in the lower grade Rs. 60–5–90/E.B. 6–150 are made by the Managing Committee strictly in accordance with Recruitment Rules, promotions to the higher grade Rs. 130–10–200 are made by the Director of Public Instruction on the basis of a consolidated seniority list. Promotions to the grade Rs. 170–10–250 are made with the approval of Government. The Director orders the transfers of teachers from one District Board School to another. In these ways, the Education Department exercises central control just as in the case of Municipal Schools. There are now 217 High Schools, of which 40 are Government Schools, 64 Municipal, 37 District Board, 66 aided and 10 unaided.

(ii) *The Middle School Curriculum.*

72. Consequent on the re-organisation of all schools of the Middle School standard to a uniform pattern of four-year schools offering instruction in English and other subjects, the Government Order on the Education Memorandum approved of a revision of the curriculum as follows :—

1. Moral Instruction.
2. English.
3. Vernacular.
4. Elementary Mathematics.
5. Indian History.
6. Geography including Map Drawing.
7. Nature Study and Elementary Science for boys or Domestic Economy and Needle work for girls.
8. Drawing.
9. Manual Occupations.

10. *Optional Subjects* :—One of the following :—

Samskrita, Persian, Hygiene, Practical Instruction (Smithy, Carpentry, Lacquer-work, Tailoring, Shoe-making, Brass-work, etc.), Agriculture, Nature Study and Elementary Science for Girls.

The practical subjects under 10 above were intended to give a practical content to education. The Government order on the Memorandum laid down that there should be the necessary co-ordination between the general schools and the technical schools, a directive which unfortunately did not result in fulfilment. The inclusion of subjects like Hygiene, Samskrita, Persian, etc., in the same optional group drew away most of the pupils from the practical studies and this, coupled with the fact that sufficient provision for the practical studies was not made, brought about the failure of this excellent scheme. In the year 1925, there were 38 practical instruction classes working, for about 235 Middle Schools, and to-day for over 703 Middle Schools and 669 New Type Middle Schools, the total number of Practical Instruction Classes is only 63, showing the utter inadequacy of the provision for practical studies in the general schools.

(iii) *The High School Curriculum.*

73. Prior to 1920, the High School Course consisted of a Compulsory Group consisting of English, a Second Language, Elementary Mathematics and an Optional Group comprising of Mathematics and Science or History and Geography or some special subject like Commerce. Specialisation began in the V Form, so that a student who took History knew very little Science beyond what he had learnt in IV Form and a student who took Mathematics and Science knew very little of History. To do away with the defects incidental to early specialisation, a committee was appointed in 1922 to go into the question of the S.S.L.C. curriculum. The Report of the Committee was considered by the University Senate who expressed the opinion that the S.S.L.C. Course should provide for those who would be obliged to discontinue their studies at the age of 15 or 16, to earn a living or to serve a term of apprenticeship in business or trade, as well as for those who had the capacity and means to

up even very ill-equipped pupils. The suggestion was made that promotions should be decided only on the basis of examination marks. A raising of the minimum was also recommended—by 5 per cent over the existing minimum. It was observed: "A tightening up of the test for promotion is bound to produce temporary hardship but will have beneficial results as soon as pupils realise that promotion can only be earned by more steady and accurate work." But this recommendation has had little effect and though Mr. E. G. McAlpine attempted to enforce the existing rules about minima (35 per cent in English and 30 per cent in other subjects) in the period of his Directorship (1938-41) there was a slackening later, and very recent circulars have permitted liberal promotions by limiting detentions to 15 per cent of total number. The result has been that promotions have not depended on performance and this has lowered the standards. We have now taken note of this deplorable condition in making our recommendations.

(v) *Want of alternative courses.—Suggestions*: The main aim of the High School should be not only to prepare pupils to enter the University but also for life in general and for entry into a profession or a vocation in particular. The High School should, therefore, provide for three types of parallel courses: (1) an academic course, (2) a pre-vocational course leading to Post-High School vocational courses and (3) a completely vocational course.

(vi) *Sharp change in the Medium of Instruction from the Vernacular in the Middle Schools to English in the High Schools.—Suggestion*: A change over to the monther-tongue should be made.

(vii) *Absence of incentive to study and hard work.—Suggestion*: Unemployment has a very depressing effect on education. The remedy is completely to change the system of education which does not fit the pupil to anything except a literary career.

75. The revised S.S.L.C. Scheme recommended by the Committee was introduced in the year 1937. The main features of the scheme were: (i) the provision of a Compulsory Group containing English, a Second Language, Mathematics, Science, History with Geography

and Civics and (ii) the provision of an optional group containing five sub-groups, the pupil having to take one of them: (*a*)Humanistic Group containing languages, History and Geography, (*b*) Mathematics and Science Group, (*c*) Practical Arts Group containing subjects like Domestic Arts, Agriculture, Sericulture, Electric wiring, Mensuration with Surveying and Draughtsmanship, Mechanical Shop and Fitter's work, Pattern-making and Foundry work, Wood-work, Blacksmithy, Weaving, Printing and Engraving, Composing with Printing and Binding, and (iii) Commercial Group: Co-operation and Typewriting.

This scheme of 1937 with some very minor changes in the subjects in the optional group is in vogue to-day.

76. In the year 1942, the Department of Education, considering the experience of the scheme of 1937, felt that the scheme had not removed the drawbacks of early specialisation and that it had resulted in pupils making a choice of optionals, at as early an age as 13 or 14 as between Humanities and the Science and Mathematics Groups, without any criterion except perhaps the wishes of the parents. The Department therefore put forward proposals for a common course of education comprising of the general subjects, supplemented by another group containing Craft subjects only, in which a choice could be exercised. For reasons which are not clear, the scheme was not pursued.

77. The question of the re-organisation of Secondary Education was considered by the Committee for Education of the Mysore Economic Conference, in the years 1944 to 1949 as part of the development plans for the whole field of education. Their main recommendations were as follows:—

(i) A minimum period of five years' education is necessary for permanent literacy. The existing Primary Course of 4 years should be made one of 5 years. Middle School Education now of 4 years' duration should be hereafter one of 3 years' duration. The two stages of education should be called the "Junior Primary" and the "Senior Primary" indicating that the latter should be a continuation of the former.

(ii) The curriculum for the Senior Primary Course should comprise of (1) Mother-tongue—6 periods, (2) English—5 periods, (3) General Science—3 periods, (4) Elementary Mathematics—

4 periods, (5) History, Geography and Civics—4 periods, (6) Practical Activity—8 periods : (*a*) Farm Work, growing of mulberry and tobacco, agricultural processes, sericulture, cottage industries, domestic science, (*b*) Wood-work, metal work, tailoring, weaving, pottery making, paper making, leather work, lacquer work, etc., (7) Non-examination subjects—6 periods : (*a*) Drawing, Singing, Physical Education, Hindi.

(iii) Vocational courses should be started in every High School. Existing facilities in the existing Agricultural Farms and Industrial Schools should be utilised for the Agricultural and Industrial Courses.

(iv) There should be co-ordination between the curriculum in the High School and Collegiate stages. A Committee should be appointed for prescribing the courses of study, consisting of the Heads of the Agricultural, Engineering and Education Departments and the Principals of the Agricultural and Engineering Colleges and the Head of the Occupational Institutes.

(v) Provision for Domestic Science should be made in all Girls' Schools.

(vi) Hindi should be introduced as a compulsory subject in High Schools. While it should count for promotion from class to class it need not be made a subject for the S.S.L.C. Examination.

78. The recommendations of the Committee for Education were considered by a "Finance and Co-ordination" Committee of the Economic Conference and were then submitted to the Government. It resulted in some action such as the introduction of Hindi in all High Schools and deputation of lady teachers to study Domestic Science at Delhi and Madras. But the detailed schemes which were prepared in accordance with the recommendations of the Committee known as the "Post-War Development Schemes" did not reach the stage of final decisions and implementation.

(iv) *The Medium of Instruction.*

79. Prior to 1921, as a rule, Arithmetic, English, Indian History and Geography were taught in English in the two highest Anglo-vernacular classes, the medium of instruction in the other subjects being the vernacular. Dr. C. R. Reddy, the then Inspector-General of Education, observed in 1921 : "Whatever the justification for the use of the English medium in the higher stages of education, it is admitted on all sides that it has a baneful effect in the lower grades of education. Valuable time

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at a most impressionable period of life which ought to be devoted to an understanding of things in general is wasted in understanding a foreign language. Experience has shown that a greater amount of knowledge is assimilated when instruction is imparted through the mother-tongue than in English, for the Vernacular is learnt without any conscious effort to learn it and what is taught through its medium is learnt with greater ease, understood with greater thoroughness and retained with greater tenacity than knowledge imparted through the medium of English, which itself has to be learnt with considerable effort and is not always easily understood." He accordingly recommended in his Education Memorandum that English should be made a compulsory language and Kannada the medium of instruction, in High Schools as in Middle Schools. But the Government were not prepared to adopt such a drastic change. While they ordered that the Vernacular medium should be introduced in all the Middle Schools, they ordered that the English medium should be retained at the High School stage on the ground that the object of the High School course was to prepare pupils to qualify for higher studies or to earn a living.

80. Ten years later, *i.e.*, in 1933, the S.S.L.C. Board and the Committee of Headmasters and Assistant Masters of High Schools who conferred together expressed the opinion that the sudden change-over from the Kannada medium in the Middle Schools to the English medium in the High Schools (an observation which is made to-day regarding pupils proceeding from the High School to the Intermediate) placed the pupils under a severe handicap. They observed that being unable to follow teaching in English, pupils were force to take to the evil of cramming text books and notes and that the excessive strain involved had the effect of crushing all independence and originality of thought and initiative in action. The argument that the introduction of the Kannada medium would result in the lowering of the standards of English was answered by pointing out that ability to think and express oneself in one language improves the command of expression in the other. Further the standard of English could be safeguarded by giving more hours to it, by employing teachers specially qualified to teach English, by conducting composition and library classes more efficiently and by giving better attention to the activities of Debating

and other Societies. Permitted to use their mother-tongue, pupils will certainly feel more at home with their subjects of study, cultivate confidence in their abilities and transfer such confidence to English also, so that the ues of the mother-tongue will actually tend to improve the student's knowledge of English.

81. In the year 1931-32, Kannada was made the medium of instruction in History and Geography in some selected High Schools as an experimental measure in IV Form, setting apart at least one section for teaching non-Kannada students through the medium of English as usual. In the schools where the experiment was tried, the Headmasters reported that the pupils who had been taught through the Kannada medium had shown a better comprehension of subject matter, better expression, and that their performance in English had not been inferior to that of the others. When the two batches of pupils appeared for the S.S.L.C. examinations of 1934 and 1935, the marks obtained by these candidates in History and Geography and in English, were compared with that of the others. The statistics showed that the performance of the Kannada medium pupils not only in History and Geography but also in English was superior to that of those who had been taught through the medium of English.

82. In 1934-35, the Kannada medium was extended to the teaching of Mathematics and by 1937, all the non-language subjects came to be taught through Kannada. Orders were passed that in Government High Schools having more than one section in a class, one section only should be the English medium section and the rest Kannada sections. It was also ordered that only those pupils whose mother-tongue or Second Language was not Kannada would be admitted to the English medium Sections.

83. The question of the medium of instruction was reviewed by the Board of Education of the Economic Conference in 1945. Opinion was expressed that difficulty was being experienced on account of the restriction that only one section in a class should provide for instruction through the English medium, though there was a large demand for admission to the English medium section. The reasons for the preference for the English

medium adduced by most parents seeking that medium for their children were (1) that they might be enabled to follow the teaching in the English medium in the Colleges, (2) that they might be able to enter Government service or private service where correspondence was carried on only in English and (3) that Mysore students might seek employment outside the State in which case, the Kannada medium worked as a great handicap. The Committee while reviewing the position resolved (i) that the present policy of showing the first preference to the non-Kannada pupils and to those whose second language in the Middle School was other than Kannada, and then admitting Kannada pupils to the maximum limit of the English medium section be continued, (ii) that in order to meet the large demand for admission to the English medium sections, additional facilities be afforded by the opening of one more section of the English medium, wherever necessary, to accommodate a greater number of pupils who would like to take up English as the medium of instruction and (iii) that a committee be formed in each High School to decide the question of admission of pupils to the English medium section.

84. The recommendations of the Board were submitted to Government. But for a long time the question of increasing the number of English medium sections was not decided definitely. In 1952 Government issued orders stating that the spirit of the Government Orders on the above subject were to the effect that the English medium was intended only for those whose mother-tongue was not Kannada and who were not able to follow instruction in that medium, and that for the single English medium section only those pupils were to be first admitted, the next to be admitted being those who had taken Kannada as Second Language in the Middle School but whose mother-tongue was not Kannada. Exception was allowed in the case of children of employees of All-India Government service. If a second English medium section was to be opened, the rules were to be strictly applied so as to permit only the above classes of pupils to take the English medium.

85. In 1951, a Committee was appointed by the University to consider the ways and means to make Kannada the medium of instruction at the Intermediate stage.

They expressed the opinion that a pre-requisite to the introduction of the Kannada medium at the Intermediate stage was to see that the Kannada medium is made universal at the High School stage and that a period of four years might be set for achieving this objective, at the end of which the Kannada medium might be introduced at the Intermediate. They recommended that in order that this may be possible, the University should set up immediately a Publication Department for bringing out the necessary text books. They also recommended that for Science and Technology, international or English terms should be adopted. In regard to the Social Sciences they opined that it would be hardly necessary to borrow words for all the Social Sciences. They also indicated that where words are borrowed from foreign languages, care should be taken, as pointed out by the Universities' Commission that (1) they are properly assimilated, (2) their pronunciation is adapted to the phonetic system of Indian languages and (3) their spelling is fixed in accordance with the sound symbols of Indian scripts.

4. Technical Education.

(i) *Industrial and Engineering Education.*

86. The earliest institution in the State imparting any kind of technical education was the School of Engineering established in 1862 which was intended to train men for employment to the subordinate engineering services. It was developed into an institution of a higher category in 1875 to train men for the superior as well as the subordinate services. It was reported to have produced candidates with a fairly high degree of equipment. It was, however, abolished in 1883 and the only institution thereafter for several years, for training men for the lower services of the Public Works Department, was the school that had been established by *Rao Bahadur* Arcot Narayanaswamy Mudaliyar in the Civil and Military Station, Bangalore. The foreign Missions had some industrial classes in the orphanages established by them. The first Industrial School established by Government was the one at Hassan in 1889. In 1892, another Industrial School was established at Mysore providing instruction in Carpentry,

Pottery and Rattan work. Sir P. N. Krishnamurthy, Dewan, in the year 1901 in his address to the Representative Assembly said : " It is probable that literary education has drawn away too many of our young men from other important and necessary walks of life. The most pressing of the reforms in this matter is to find out methods of imparting education which shall be of more practical use not only to those who wish to begin as clerks in Government service or teachers in schools, but to all according to their needs, who wish to engage themselves in the numerous professions and industries so necessary for the prosperity of the country ".—an observation which holds good even today. In 1903, a scheme of technical education was accordingly sanctioned, the object of which was not the imparting of any scientific training with some amount of theory but helping the development of skills in specific improved methods, to supply the requirements of the people, such as carpentry, weaving, silk-reeling, iron work, rattan work, etc. The impetus given by the above scheme was good and the number of schools increased to 7 by 1910. But though the progress had been good it was felt that a thorough systematisation of technical education was necessary to conform to the practical needs of modern conditions. With this object, a Committee presided over by Mr. M. Visvesvaraya (later Sir), then Chief Engineer, was appointed to prepare a scheme of systematic technical education. The recommendations of this Committee were (1) that a College of Technology should be started at Bangalore to give higher instruction in technical, industrial and commercial matters, (2) that the proposed Chamarajendra Technical Institute, Mysore, should have three sections—engineering, industrial and commercial, (3) that the existing industrial schools should be improved by the appointment of whole time Superintendents and by the provision of better equipment, (4) that three more industrial schools should be established, (5) that more scholarships, *viz.*, 420, should be instituted in the industrial schools and (6) that foreign scholarships should be awarded for technical studies abroad. On these recommendations, Government sanctioned the establishment of the Mechanical Engineering School at Bangalore, the Chamarajendra Technical Institute at Mysore and the Government Commercial School at Bangalore. More foreign scholarships were instituted.

87. The number of Industrial Schools in 1915 was 29, of which some taught only one kind of industry and some combined two kinds, both as main subjects or one as main and the other as subsidiary subject. Carpentry was taught in 14 schools, Weaving in 13, Rattan work in 5, Smithy in 4, Knitting and Sewing in 3, Lacquer work in 2, Shoe-making in 1, Wood carving in 1 and Metal work in 1. Of the 29 schools, three were girls' industrial schools including the industrial section of Maharani's College in which knitting, sewing and needle work were taught and the two aided institutions, the Wesleyan Mission Orphanage at Hassan and the St. Ignatius Girls' Industrial School, Mysore, where manufacture of caps, socks, mufflers and shildren's garments was taught. In 1914, Government sanctioned a scheme for employing industrial teachers in the Girls' Schools at district headquarters but owing to the want of lady teachers, the scheme could not be successfully implemented. A central industrial class for teachers in girls' schools was opened in the Vani Vilas Institute at Bangalore. In 1920-21 there were 66 women under training in this class, the total amount spent on raw materials was Rs. 2,300 and the value of the manufactured articles was Rs. 1,000. This class was closed in 1921.

88. In the period, 1915-21, an attempt was made to unify industrial education in the State by providing for a four-year course in the Industrial Schools in the taluk and district headquarters and for advanced training in the Chamarajendra Technical Institute at Mysore, scholarships being awarded to students taking these advanced courses.

89. In spite of all these efforts, even to-day, the industrial schools do not seem to have been quite successful as evidenced by the fact that instead of expanding they have shown a tendency to decline. The causes ascribed were (1) that the amounts provided as " work deposits ", *i.e.*, for raw materials were too meagre. The sale proceeds of the manufactured products were required to be remitted to the State treasuries so that with the meagre allotment for raw materials, continuous work could not be undertaken, (2) the stipends were small compared to the wages prevailing outside so that students withdrew during the middle of the year as and when they secured employment

elsewhere. An Apprenticeship Act which would enforce the attendance of pupils at school until they turned out to be skilled artisans and craftsmen was suggested but did not materialise.

90. In 1921, in their orders on the Education Memorandum Government laid down that the entire scheme of Technical Education should be organised in three distinct branches, *viz.*, (1) in Primary and Secondary Schools, (2) in Elementary Industrial Schools and Higher Industrial Schools to be established at taluk and district headquarters, respectively, the courses in them being continuous, and (3) in Trade Schools to be opened in selected centres for imparting specialised training to artisan communities in such industries as handloom weaving, sandalwood carving, lacquerware, metal work, etc. Government also ordered that Art instruction should be correlated with industrial training and that correlation between the Middle Schools and the Industrial Schools should be ensured so that pupils who dropped off at the end of the Middle School Course might have special facilities for continuing their industrial training. It was also directed that the Chamarajendra Technical Institute at Mysore should be developed into a central institution containing a large number of sections for providing training in several industries and for providing advanced courses in the subjects taught in the District Industrial Schools.

91. Though Government passed the above orders, financial considerations prevented the scheme from being implemented fully. Practical Instruction in Middle Schools was not introduced on a wide scale. Nor were Taluk and District Industrial Schools established as contemplated in the scheme.

92. The course of studies in the existing Industrial Schools was put on a more systematic footing in this period. Syllabuses were drawn up and hours of work fixed. A scheme of examinations was introduced. Provision was made for workshop practice in each industrial subject. The course was extended from 2 to 3 years followed by an apprentice course of two years in the workshop. Provision was also made for 9 hours of work for general education per week, and 6½ hours for drawing. The scholarships awarded to students proceeding from

the District Schools to the Central Chamarajendra Technical Institute at Mysore for advanced courses were enhanced from Rs. 10 to Rs. 15 per mensem.

93. In the year 1931-32, there were, besides the Chamarajendra Technical Institute, Mysore and the Weaving Institute at Bangalore, 4 District and 4 Taluk Industrial Schools. In addition, there were 7 aided Industrial Schools and 10 Home Industrial Classes. The latter classes gave training to women belonging to the lower middle classes, in subjects like Knitting, Tailoring, Embroidery, Weaving and Rattan work, to enable them to earn a small income by working in their spare hours. The Mechanical Engineering School continued to work.

94. In the period from 1932 to 1938, Technical and Industrial Education remained at a stationary level. In 1938, the Sri Krishnarajendra Silver Jubilee Technological Institute was started with a Diploma Course in Textile Technology. In 1939, the Government Weaving School was absorbed by this Institute. Two more courses, called the Certificate Course (later abolished) and the Artisan Course, were added. In the year 1949-50 the Institute was affiliated to the University. The courses at present offered are : (1) the Artisan Course of one year's duration which is open to those who have passed the Middle School examination, (2) the Diploma Course of two years' duration followed by 6 months' practical training to which S.S.L.C.'s are eligible and (3) the B.Sc. (Textile) course of three years' duration followed by practical training in a mill. The qualification for admission to this course is a pass at the Intermediate examination with Science subjects as optionals.

95. In 1943, the Sri Jayachamarajendra Occupational Institute, Bangalore, came into being as a result of a donation of two lakhs of rupees by Dr. M. Visvesvaraya. The Institute, which started with 12 courses, now provides as many as 26 courses. The Diploma courses are of three years' duration. Generally a pass in the S.S.L.C. examination is the minimum qualification for admission. The Certificate Course is of one year's duration and is open to those who have passed the High School II Year course. For some subjects for the Certificate course, like Composing, Printing, etc., a lower qualifica-

tion is prescribed for admission, *viz.*, a pass in the Middle School examination. Short courses of 6 months' duration are also provided to craftsmen already engaged in an occupation.

96. The Occupational Institute at Bangalore, which is a polytechnic Institute run on up-to-date lines, has been performing a vital and most useful function in our educational system. In the year 1951-51, four more Occupational Institutes were established at Davangere, Bhadravati, Hassan and Chintamani.

(ii) *Commercial Education.*

97. The first institution for commercial education in the State was the aided Commercial School started at Bangalore in 1897. The subjects taught were Correspondence, Book-keeping and Shorthand, to which Commercial Geography and Banking were later added. In 1906, another aided Commercial School came into existence, *viz.*, the Hardwicke Mission Commercial School at Mysore.

98. As a result of the recommendation made by the Technical Education Committee presided over by Dr. M. Visvesvaraya in 1910, that technical institutions should offer three types of courses of which one should be Commercial, the other two being the Engineering and the Industrial, a Government Commercial School was established in 1903, at Bangalore. A commercial course was also instituted in the Chamarajendra Technical Institute in the same year at Mysore. It was considered then that the "present" (the then period) was a highly specialised industrial and commercial period and that the complex business relations of the time demanded a special education for businessmen. The subjects taught in these schools were, Banking and Currency, Book-keeping and Accounts, Commercial Correspondence and Office Routine, Shorthand, Typewriting, Political Economy, Marathi and Kannada. A Kannada section was also opened in the Government School at Bangalore for the benefit of merchants and businessmen. The next step was the opening of Commercial Classes in some High Schools. Courses of lectures by specialists on subjects

like Economics, Statistics, Public Administration, Banking, Joint-Stock enterprise, Co-operation, etc., were also arranged.

99. The demand for new things is always great but time tests its nature. The Kannada commercial classes were, in a few years, pronounced to be unpopular. They, together with the scheme of extension lectures, were abolished in 1921-22. The provision of Commercial subjects in High Schools was, however, continued.

100. Reviewing the work of the Commercial Schools, Dr. C. R. Reddy, the then Inspector-General of Education, observed in 1922 : "It cannot be said that these schools have justified the somewhat high expectations formed of their utility when they were established. Perhaps this is one of their misfortunes and not one of their faults. They have chiefly served as a training ground for junior clerks in public offices and commercial firms. They have had few attractions for men already engaged in business. Their influence will only be felt in the fulness of time when the men trained in them and entering commercial life as junior clerks make use of their opportunities and rise to prominence and success as independent businessmen."

101. The developments in Commercial Education since then have been of a minor character. In 1930, the Government Commercial School at Bangalore was reorganised into a Central Institute for Commerical Education with G.D.A. classes attached to it. The Commercial Section at the Chamarajendra Technical Institute was abolished the same year, leaving the field of Commercial Education free for private agencies to develop. As a result, a large number of aided and unaided but recognised commercial schools came into existence. With the opening of a Diploma Course at Bangalore by the University, the strength of the Government Commercial School began to dwindle continuously and in 1941-42 it ceased to function after nearly 30 years.

102. In order to give continuation to the several vocational courses introduced into the S.S.L.C. scheme of 1937, a number of Diploma Courses to be conducted by the University were proposed and Ordinances were drafted

accordingly. The first (and the last so far) of the University Diploma Courses to come into existence was that in Commerce, the L.Com., a course instituted by the University in the Central College in 1940. Subsequently, the L.Com. Course was abolished and the University revived its B.Com. Degree Course which had been abolished after a few years of life in the Maharaja's College at Mysore in the early years of the Mysore University. The new B.Com. course is one of 4 years' duration, admission to which is open to S.S.L.C.'s.

103. Commercial Education is now carried on in 37 aided and unaided but recognised Commercial Schools and by the University Commerce College at Bangalore. The authority for prescribing the course of studies and conducting the commercial examinations below the University level is the Board for Commercial Education Examinations of which the Director of Public Instruction is the *Ex-officio* President. In 1941, the post of an Inspector of Commercial Schools was sanctioned. This officer is also the Secretary of the Board.

(iii) *Agricultural Education.*

104. The first institution for Agricultural Education in Mysore State was the Hebbal Agricultural School started in 1913. The course was originally one of two years' duration and in 1920 it was extended by a year. The rules were revised so as to admit only S.S.L.C.'s and a Certificate of Licentiateship in Agriculture was instituted to be awarded to students completing the course. The aim of the School was to train the rising generation of agriculturists to take to farming on scientific lines, as a full time occupation, and a career. But the original aim has not been realised. Appointment in the Agricultural Department has become almost the only object of students joining the school. Vacancies have become too few compared to the output of Diploma holders. The students show great reluctance to become independent farmers. Thus, the training imparted is greatly wasted.

105. Besides the Hebbal School, some lower agricultural schools have also come into existence. The Sri Krishnarajendra Vyavasaya Dharma Patasala at Chik-

kanahalli was started in 1916 with the benefaction of Sri Ugre Gowda, a local landholder. Another school at Ramakrishnapur was opened in 1930 with another endowment by Sri Venkataramaiah. In the same year the Hassan District Board started an Agricultural School at Hassan.

106. The course of instruction in the Lower Schools is of one year's duration, the admission qualification being a pass in the Middle School Examination. The training is highly practical with some amount of theory, the object being the turning out of practical farmers.

107. There have been practically no developments in Agricultural Education at school level for the past 25 years. Except that there are now 5 Lower Agricultural Schools as compared to 3 before, there has been no expansion, either qualitative or quantitative.

108. A notable development, however, has been the establishment of the Agricultural College at Hebbal in 1946. It is managed by the Agricultural Department and is affiliated to the University. The course is of three years' duration leading to the B.Ag. Degree. Even this College has not attracted students in sufficient numbers, the main reason being that there are not enough appointments going round for Agricultural Graduates.

(iv) *Administration of Technical Education.*

109. The administration of the Technical Schools mentioned above (apart from the Agricultural Schools which have been throughout under the Agricultural Department) was originally vested in the Education Department but in 1922 these schools were transferred to the Department of Industries and Commerce as it was thought then that this Department would be better able to co-ordinate the working of those institutions with reference to the actual requirements of the industries of the State. The principle, then in vogue in Germany, that in industrial education, that department which has charge of commercial and industrial affairs should have the predominant control while at the same time the educational interests should be

safeguarded by the advisory councils, was quoted as the reason for the transfer. But the perfect co-ordination between the educational and industrial agencies which characterised the German system did not come about. In 1932, the opposite view was taken by the Department of Education and the Hartog Report was quoted in support: "The uncertainty of aim and thought had been accentuated by the fact that in most Provinces in India, the Industrial Schools were controlled by a Department of Industries and that, therefore, there was a tendency to regard them almost as rivals to the ordinary schools." The Education Department stated that it would be desirable to transfer all types of schools—general and vocational—to the control of the Director of Public Instruction who would be assisted by a proposed Board of Vocational Education consisting of technical experts and representatives of employers.

110. The Government Order on the Education Memorandum of 1921 stated that co-ordination between practical instruction in the General Schools and the industrial schools should be ensured. But we see ten years later, in the report of the Education Department, the observation that technical education had not fulfilled its original aims. One of the important reasons given for this was the want of co-ordination between the General Schools and the Technical Schools and the inadequacy in the number of the latter. The defect still continues.

5. The Mysore University.

111. The University of Mysore was the first University to be founded in an Indian State. For over twenty-five years the two colleges in the State were affiliated to the Madras University, and it was felt that the time had come to effect certain changes with a view to adapting the educational system of the State to the actual needs of the people.

112. Dr. M. Visvesvaraya, the far-sighted Dewan of Mysore, who put into execution various schemes to bring about the all-round development of the State, also became the architect of the University of Mysore. He ushered the University into existence. To quote from the

speech of His Highness the Maharaja Sri Krishnaraja Wadiyar Bahadur, delivered at the first Convocation :

"I feel that I should acknowledge on this public occasion a debt of gratitude from myself and my people to Sir M. Visvesvaraya, the Dewan of my State. It was chiefly his patriotism, his enthusiasm and his unflinching advocacy which converted, what was once little more than a dream of the future into a living creation, and his name will always be remembered, above all others, as the man to whom our University owes its being."

113. In connection with the establishment of the University two educational experts of the State were deputed to foreign countries. Mr. C. R. Reddy toured the United States of America, Japan, and the Philippines and presented a report ; Mr. Thomas Denham, Principal of the Maharaja's College, visited the Australian Universities and submitted a report on educational development.

114. A bill to establish and incorporate a University was introduced into the Mysore Legislature in June 1916 and it received the sanction of His Highness the Maharaja on 22nd July 1916.

115. As regards the aims and aspirations of the Mysore University it will be appropriate to quote here what His Highness the Chancellor said when opening the first Senate meeting :

"It is, I think, obvious that our University, with only two federated Colleges, will come into special touch with the professors and students in a way which is not possible in the case of the older universities with their system of affiliated colleges spread over vast areas. The advantage is enhanced in the case of the Mysore University by the appointment of a full-time Vice-Chancellor who can devote all his energy to administrative work and establish intimate relations with the professors and lecturers. This feature of our University, is so far unique in India, and at this initial stage, most satisfactory.

"Another advantage is that we have a special guarantee of harmony and efficiency in the fact that the principals of the colleges and representative professors have a place on the council, and therefore a direct voice in prescribing courses of study, in directing examinations and, in fact, in every detail of the administration. This intimate connection between the teaching staff and the University is still further strengthened by the fact that all the professors, without exception, are constituted members of the University and have a seat on the Senate.

"Another very important feature in a small University is the stricter control which it can exercise over the social life of the students. The Unions which are to be built at Mysore and Bangalore will encourage the best form of club-life among both professors and students. The Hostels, which we intend to extend and amplify, will develop the residential feature in University life. Supervision will be exercised also over non-residential students who are not living with their parents or relations.

"I need hardly point out how great a stimulus will be given to the important branch of athletics by the development of residential life, the erection of Gymnastic and Cricket Pavilions and the direct influence of the Professors, who will in time be provided with residences in the University areas.

"I am naturally interested in the special encouragement of Kannada literature which is provided for in the University scheme. We all know that study of the vernacular is very apt to be neglected now-a-days in both schools and colleges, and I am glad to see that our University scheme provides for a fuller and more continuous course of teaching not only in Kannada, but also in other vernaculars of Southern India, which are spoken in Mysore.

"Our University will also be engaged in diffusing knowledge among that section of my people, who, for various reasons, may not be able to participate in the courses and discipline appointed for the regular examinations. It is with this object that the scheme provides for the establishment of extension and publication departments. I trust that the University will soon be able to develop fully this side of its activities with due regard to the practical needs of the country."

116. The University is State-supported except for the income derived from fees and from the endowments for the award of prizes and scholarships.

117. The year 1928-29 was another landmark in the history of the University. It marked the establishment of Intermediate Colleges under the direct management of the University, and the institution of Honours Courses of study.

118. The University Act of 1916 was amended in 1933. This created a new University Authority, *viz.*, the Academic Council responsible for the Academic Organisation of the University. Tht Senate was made more representative of popular interests.

119. An amendment, to enable the University to affiliate institutions within the State (Act XII of 1939 to

amend the University Act of 1933) was effected from 1st July 1939.

6. Training of Teachers.

120. It is interesting to note that Mysore recognized the importance of training teachers as early as a century ago. The first institution for training Primary School teachers was started in Mysore in 1860. More Normal Schools were started in the district headquarters but the famine of 1877 and the consequent retrenchement resulted in the abolition of all these training institutions. For the next 16 years there was no Training School at all in Mysore. During the year 1893-94 the Normal School at Mysore was revived and in the following years the other Normal Schools were also established. But the depression of the early 1930's hit the teacher training schools very severely. All but six Government Training Schools were closed down. We find ourselves at present in the disappointing position of having a smaller number of Teacher Training Institutions in the State than we had nearly 75 years ago. A special Training Centre was started during 1948-49 at Vidyanagar as an emergency measure, with facilities for giving a year's course for about 300 teachers every year.

121. It was in 1912-13 that the first course for training middle school teachers was started at Mysore. It has continued till the present day in the Government Training College. A similar course for women was started in 1928-29 in the Women's Training School at Mysore, which is now called the Maharani's Women's Training College. These were the only two institutions in the whole State for training middle school teachers until very recently, when an aided institution was started in the Civil Area of Bangalore.

122. Prior to 1914, there was no provision in the State for training graduates. It was the usual practice to depute two selected graduates to the Teachers' College, Saidapet, for the L.T. Course. As considerable difficulty was experienced in getting admission to that College, it was considered imperative that arrangements should be made for the training of graduate teachers in one of the

local normal Schools. To meet these requirements, the Government sanctioned the proposals of the Inspector-General of Education to open a Graduate Training Class and the designation of the Normal School in Mysore was changed to that of the Training College. Six graduate teachers employed in Government Schools were being selected every year to undergo training in this College. This number was gradually raised to twelve to provide for more graduate inspecting officers being trained.

123. On the institution of the B.T. Degree in the University of Mysore, the Graduates' Training Section of the Training College was abolished in August 1925. Eleven graduate teachers of the Department were deputed on their full pay to undergo training in the B.T. Class of the Maharaja's College, Mysore. In the year 1927-28, in addition to 12 teachers selected for B.T. training, nine teachers of the Department underwent the B.T. course at their own cost, taking such leave as they were entitled to. Government encouraged this practice by sanctioning a scheme of granting furlough leave for a period of eleven months to such teachers every year. Quite a large number of private candidates underwent the B.T. course successfully and these were appointed in vacancies in High and Middle Schools on a higher salary and in preference to untrained graduates.

124. With the expansion of High School and Middle School education in the State and with the consequent increase in the number of inspecting officers, it soon became necessary to depute, in larger numbers, not merely teachers from Government Schools and Inspecting Officers but also teachers from municipal and aided institutions of the State to undergo training in the B.T. class. The need for establishing a separate Teachers' College with practising schools attached to it was also keenly felt. In June 1947 Government passed orders establishing a Teachers' College.

The following aims and objects of this professional college are set forth in the said Government Order :—

(1) To provide training to graduate teachers already in service but who are untrained and graduates who desire to enter the teaching profession in the Middle and High Schools or as Inspectors or Supervising Officers.

(2) To establish an Experimental and Research educational laboratory, to initiate, stimulate and guide experiment and research in education.

(3) To provide practising schools of all three grades with a limited number of sections to enable organisation of teaching on proper lines and experimentation in methods of teaching and organisation, the present arrangement for practice in teaching in the local high schools being, however, continued with a view to providing adequate practice to students, under supervision.

The introduction of the Faculty of Education in 1952 in the University of Mysore marks another epoch in the history of Teacher Training in Mysore.

Chapter III.

PRE-PRIMARY, PRIMARY AND ADULT EDUCATION.

Pre-Primary Education.

(i) *Present Position.*

1. Under the present arrangement, education of the child under six years of age is the responsibility of the parents. Organisation of Kindergarten and Nursery Schools is in the hands of private agencies and Local Self-Governing Institutions like Municipalities, and District Boards. Under the Grant-in-aid Rules now in force, Government is helping these agencies and organisations which have started and are maintaining such institutions.

(ii) *Objectives.*

2. We consider that organised training at the early and plastic years, *viz.*, between the ages of three and six would greatly help the mental and physical growth of a child and that the main objectives of Pre-Primary Education should be :

(i) to promote the physical development of the child through spontaneous play activities ;

(ii) to develop correct health habits and to give training in personal hygiene ;

(iii) to provide adequate opportunities to develop qualities of self-reliance, mutual helpfulness and willing co-operation with others ;

(iv) to develop correct speech habits for carrying on effective conversation in the mother-tongue ;

(v) to develop self-expression through activities like drawing, crayon work, simple handicrafts and keeping pet animals.

(iii) *Recommendations.*

3. In so far as the content of Pre-Primary Education is concerned, we recommend for adoption the programme

given by the Hindustani Talimi Sangh in the Basic National Education Scheme.

4. In the proposed Reforms, the age of admission to the Primary School is fixed at 6. It is therefore suggested that Pre-Primary Education should take into its fold children between the ages of 3 and 6. Nursery Schools, Kindergartens and Creches should be organised to meet the needs of these children.

5. We are of the opinion that the starting and maintaining of such institutions should continue to be the responsibility of parents, and also of Local Bodies as it is very necessary for the State to conserve its financial resources in every way to provide for free and Compulsory Primary Education as laid down in the Constitution.

6. We recommend that the present grant-in-aid be continued so as to encourage private agencies and Local Boards to start and maintain these useful institutions.

Primary Education.

A.—The Present Position.

1. Under the existing system of Education in the State, the Primary School course is one of four years' duration, at the completion of which a pupil is eligible for admission to a Middle School. Instruction at the primary stage is entirely through the medium of the mother-tongue. There are now 10,474 Primary Schools (including 669 New Type Middle Schools with Primary Classes) with a total enrolment of 6,39,635 pupils in them. Considering the population of the State, which is now 91.0 lakhs, the number of schools is quite inadequate. There is one school for every 2.81 square miles and 866 people. According to the Census of 1951, there were 14,33,300 children between the ages of 6 and 12 years, *i.e.*, 15.8% of the total population of the State. Out of them as many as 8,45,491 children, forming 59% of the population in the above age range are not receiving instruction in any school.

2. In 1941, there were 750 villages with a population of 500 and above having no Primary Schools. There

were about 1,000 villages with the population of 500 and above in the maidan and between 300 and 500 in malnad which had no schools. All these villages were given Primary Schools within three years of the implementation of the expansion scheme inaugurated in 1941. Groups of villages, having an aggregate population of 500 in the maidan and 300 in malnad were also provided with Primary Schools. Still, a large number of villages whose population is less than 300 are to be provided with schools. A large percentage of the school-going population, even in villages having schools, are not attending them.

3. The Mysore State has been spending more money on Education than any other State of comparable size and resources. The total expenditure on education was Rs. 20 lakhs in 1912 and Rs. 72 lakhs in 1939. In the budget of 1952-53 nearly Rs. 375 lakhs have been provided for Education. Deducting the cost of University and High School Education, the State is spending approximately two crores of rupees on Primary and Middle School Education.

4. Speaking about literacy, the Commissioner for the Mysore Census of 1951, Sri J. B. Mallaradhya, while announcing the first figures commented as follows :—

"From 5.1 per cent in 1901, literacy has crawled by slow degrees to 20.6 per cent in fifty years, and at no time was the expansion so great as it has been during the last ten years. From 13 per cent in 1941, literacy has leaped up to 20.6 per cent in 1951, and female literacy, in particular, has almost doubled itself from 5.3 to 10.3 per cent."

The progress in literacy during the decade is unprecedented but much progress has yet to be made. Four-fifths of the population and nine-tenths of the female population is still illiterate.

5. Universal Compulsory Education has long been the accepted educational policy of the State, and this is specifically provided for in the Mysore Elementary Education Act of 1941. The State has assumed complete and direct responsibility for the provision of Primary Education.

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5. Universal Compulsory Education has long been the accepted educational policy of the State, and this is specifically provided for in the Mysore Elementary Education Act of 1941. The State has assumed complete and direct responsibility for the provision of Primary Education.

6. With the introduction of the Compulsory Attendance Scheme under the Elementary Education Amendment Act of 1944, side by side with the continuation and development of a policy of expansion of primary education that was inaugurated in 1941, it was expected that within a period of ten years all the children of primary school-going age would be brought to school. In spite of the interest evinced by Government and the money spent by it, Primary Education is still in an unsatisfactory state, showing that there are inherent defects in the system which call for a searching examination and quick remedial Measures. The need for these has become all the more urgent with the emergence of India as a Sovereign Democratic Republic, of which Mysore is a part.

B.—Defects.

7. *Shortness of the Course.*—The present four-year course is inadequate to produce permanent literacy. We must ensure that the pupils are not only made literate but are brought up to that standard by which they could retain and improve their literacy by self-study. If at the end of the four-year course, the pupils wish to continue their education, they have to join another school and in most cases they have to go to another place for the purpose. Most pupils cannot afford to do so. Moreover, a break and a transfer at the age of 10 would be psychologically undesirable.

8. *Lack of qualified teachers.*—The greatest single contributory factor for the promotion of the right type of education is the proper selection and recuitment of teachers. The minimum general educational qualification now prescribed for Primary School teachers is a pass in the Upper Primary or Middle School Examination, which is quite inadequate. When more than 70 per cent of the teachers are untrained and have been appointed under a system of recruitment which does not weed out those who are clearly unfit for the teaching profession, it becomes evident that school instruction under such conditions cannot produce good results. Lacking in sufficient general and professional equipment, these poorly qualified teachers depend so much on the subject textbooks that cramming and memorisation all but stifles the intellectual life of the growing child.

9. *Undue stress on Examinations.*—The undue stress on examinations in the higher stages has its repurcussions on the work of the Primary Schools. Rote learning, cramming, and mechanical and question and answer method, which are attendant evils in a system in which examinations are given too much importance, also affect the work in the Primary School. Such methods are unsuited to children of tender age. They lose interest and become listless.

10. *Teaching, Mechanical and Bookish.*—The teaching in the Primary School is very often mechanical and unrelated to the children's innate interests, to the local environment, and to the practical and daily interests of everyday life. The teachers depend too much on text-books. Too much stress is laid on them, much to the detriment of the natural and full development of the pupils.

11. *Curriculum still static and compartmentalised.*—The present Primary School curriculum is certainly a great improvement upon what it was previously, in that it is based on the activity principle, that "Astivities" such as Drawing, Singing, Nature study and Gardening are introduced in it for the first time. Yet, it retains Language, Arithmetic, History, Geography, etc., as separate subjects. In the hands of ill-equipped, poorly qualified and untrained teachers, the "activity" side of the curriculum is neglected. It therefore fails to attract the pupils.

12. *Single-teacher schools.*—A great contributory cause for wastage in education and the consequent unsatisfactory progress of literacy has been the single-teacher school. With the expansion of primary education, the single-teacher schools have continued, as almost every school that is started afresh is a single-teacher school. It has been realised that improvement in efficiency could only be expected by providing more teachers, the ideal condition being one teacher for each class. But in the face of practical difficulties the single-teacher schools have come to be accepted as an inevitable part of the scheme of things and the fact remains that with the increase of every single-teacher school there is a corresponding increase in "wastage."

C.—Recommendations.

(i) *Objectives of Primary Education.*

13. Before we make our recommendations we would like to restate the objectives of Primary Education. The general objective of Primary Education should be the harmonious development of all the faculties—physical, intellectual, emotional and social—that will fit the individual to a democratic, co-operative social order.

(ii) *Duration of the Primary Course.*

14. We have stated that the shortness of the present course is a defect. We have also pointed out the reasons why we consider the present duration is too short. We recommend, therefore, that the duration of the present 4 years' course be increased to six years.

15. The recommendation is in consonance with the recommendations made by expert Educational Committees on earlier occasion. As far back as in the year 1932, realising the futility of a four-year Primary Course, an expert Committee on Education in Mysore recommended a six-year Primary Course. Ten years later, the Education Committee of the Economic Conference similarly pressed for an extension of the Primary School Course by at least a year.

16. A view has, however, been expressed that we must work out the four-year course fully, so as to cover the whole State and then extend the duration of the course. But as stated earlier, considering that the present four-year course does not produce the desired results and is therefore largely wasteful,, we are of the view that we should immediately embark on a satisfactory scheme which will yield the results that we desire.

17. Again, it has been brought to our notice that while the Constitution provides for comulsory primary education up to the age of 14, we are limiting it to the age of 12. The Constitution advisedly says that we should " endeavour " to introduce free and compulsory education in a period of 10 years. Free and compulsory education covering a period of 8 years imposes too heavy a burden

even on the combined resources of the State and the Centre. Therefore, our earnest endeavour at the present is to implement a scheme which will not be very much beyond our means and which aims at producing permanent literacy and at imparting a necessary minimum content of general education. We trust that when this is realised, it may be possible to extend the age of compulsory education to 14.

(iii) *Basic Education.*

18. We have discussed at great length the question of adopting a Basic pattern of education as the State policy. Basic National Education stands firm on the modern principles and methods of education as enunciated by educational thinkers like John Dewey, Dr. S. Radhakrishnan, Dr. C. R. Reddy and others. It is founded on a sound philosophy of life which is conducive to the building up of a healthy, happy, productive and co-operative order of society unfettered by the social barriers of caste, class or racial distinctions. Full and free scope is given to the physical, cultural and social development of the individual so as to enable him to contribute his utmost to the well-being of the society.

19. Basic Education is education for life through life. It is vitally linked up with the primary needs of our country which are :

1. The need for balanced food, adequate clothing and shelter ;

2. The need for developing a national and a rational outlook in the young mind ;

3. The need for revitalising national and cultural life ;

4. The need for resisting and overcoming disease, to improve personal and community cleanliness ;

5. The need to develop dignity of labour ; and

6. The need to enthuse people to be more active, co-operative, productive and self-reliant, so as to ensure economic self-sufficiency and happiness, as far as possible.

Basic Education covers the three most important aspects of our life : (1) Productive work, (2) Cultural and Social life, and (3) Physical environment.

20. We, therefore, recommend the adoption of the Basic pattern of Education (Nai Talim) as the goal to be reached. While accepting this goal of Basic National Education, the Committee is well aware of the practical difficulties of implementing the ideal in the present-day set-up.

(iv) *Steps to be taken to realise the goal of Basic Education.*

21. We recommend that the following steps be taken to reach the goal of Basic Education.

22. A re-orientation of outlook on the part of teachers and of the supervisory staff of the Training Institutions is necessary. The field personnel should be able to think constructively about Basic Education. They would have to change their methods to meet the requirements of the Basic pattern. We recommended an intensive short-term training, including proper training in craft, for the present personnel. It should not stop at training ; every Inspector should himself practise the Basic Education idea so as to inspire the teachers and the people, not only by his precept, but also by his example.

23. The existing Normal Schools which train teachers for Primary Schools should be converted into the Basic type as early as possible. More Training Institutions of the Basic Type located in rural environment may be started in various Districts. Each Training Institution should have adequate land for providing practical work in Agriculture and Gardening to the trainees. All the Training Institutions should be residential institutions.

24. All the graduates who enter the Education Department should be trained gradually in Basic Education.

25. In all the academic types of primary schools now existing, a craft should be introduced in addition to the academic subjects. These may be called Craft Primary Schools. In these institutions, it will be possible to organise school activities along Basic lines. Besides craft education, cultural activities like Dancing, Folk-Arts, Singing, etc., could be conducted. In the evenings particularly, when the teachers, the pupils and the

villagers are free, these cultural activities may form the main programme. Thus the school will be linked up with the rural community.

26. Wherever experienced workmen in crafts are available, their services may be employed for teaching the craft to the pupils. There are craftsmen and workmen who may be illiterate but yet can teach the pupils, out of their abundant experience and skill. This is the well-known method of apprenticeship education in vogue in every country.

27. Every Primary School in the villages should be given a plot of land, if available. Teachers and pupils may also make use of private holdings on a basis to be agreed upon. Wherever forest lands are available, planting and afforestation may be practised. Prevention of soil erosion may be taught and practised on appropriate lands.

28. All the existing 104 Basic Schools should be transferred to campact areas and the work in these schools made effective.

29. Craft primary schools may be converted into the Basic type as the trained teachers become available. New Basic Schools have to be started in compact areas. When new primary schools are started in places other than in the compact areas they may all be craft primary schools having all the facilities for converting them to the Basic type later.

30. Crafts such as agriculture, gardening, spinning weaving, sericulture, wood-craft, smithy, laundry, poultry-keeping, etc., may be taught in the basic and general schools.

(v) *Scope and content of Primary Education.*

31. (*a*) *Medium of Instruction.*—At the Primary School stage, the mother-tongue should be the medium of instruction. Where there are at least 25 pupils in each class desiring to have instruction in a language other than Kannada, arrangements will have to be made by the State for providing instruction

through the particular mother-tongue. It is not intended that a pupil should be compelled to have instruction only through his mother-tongue. There may, for instance, be a pupil whose mother-tongue is Marathi or Tamil and by long domicile and association he might have acquired a fair knowledge of Kannada and may desire the Kannada medium. Such pupils will, of course, not be prevented from selecting the medium of their choice.

(*b*) *Language.*—(1) Mother-tongue.—Teaching of the mother-tongue should have an important place at the primary stage. At the end of the 6-year Primary Course a pupil should be able to use and to express himself easily and effectively in his mother-tongue in his daily conversation. He must be able to describe the happenings of everyday in formal reports. He should be able to read orally or silently written passages of average difficulty with reasonable speed, accuracy, comprehension and enjoyment. The capacity to read should be developed at least to such an extent that he can read newspapers and magazines of everyday interest, and also Kannada prose and poetry, including Jaimini Bharatha and Ramayana. He should be able to write a business or friendly letter legibly and correctly and with reasonable speed.

(2) *Samskrita.*—We are strongly of the opinion that pupils should be introduced to Samskrita. This forms the basis for the learning of Kannada and other Indian languages. Pupils from I Year Primary Class onwards may be given practice in the recitation of Amara, Samskrita Slokas and Kannada Poetry. This will give them adequate vocal and language training in addition to introducing them to the heritage of our national culture. At this stage the pupils should be taught the Devanagari script, along with the mother-tongue.

(3) *Kannada.*—With a view to introducing Kannada as the medium of instruction at the Secondary School stage. Kannada would have to be introduced in all non-Kannada Primary Schools from III Year Primary Class. At the end of VIth Year Primary Class, that is, in four years a pupil whose mother-tongue is other than Kannada, should be able to use Kannada in his daily conversation, be able to read simple passages with

reasonable speed, accuracy and comprehension. He should be in a position to understand the ideas expressed by others in Kannada. He must also be able to write a simple business or a friendly letter legibly in Kannada.

(4) *English.*—The teaching of English may be commenced in V Year Primary Class in view of the desirability of its study in our schools and colleges. All over the world English is being taught even in non-English speaking countries. The direct method of teaching English should be used. The standard of achievement to be aimed at in two years will be indicated in the guide book and the text-books to be prescribed by the Department.

(*c*) *Arithmetic.*—Simple Arithmetic as applicable to day-to-day life situations should be an important part of the curriculum. At the end of VI Year Primary course, a pupil should be able to solve, with reasonable speed and accuracy, simple arithmetical problems including measurements which have social value for him. He should master such computational skill in the fundamental processes of addition, subtraction, multiplication and simple decimals, as are necessary for the solution of day-to-day problems. He should also be acquainted with very simple geometrical forms.

(*d*) *General Knowledge Subjects.*—General Knowledge subjects may be grouped under two heads: (1) Social Studies and (2) Nature Study.

(1) *Social Studies.*—Under the Social Studies, in the earlier stages of the Primary School, particularly in the Primary I and II Year classes, emphasis should be laid on social training and on the formation of right habits of conduct and character, health and cleanliness. A pupil should learn to get along happily and successfully with other children and adults. He should like people and be liked by them. He should find satisfaction in being a member of a group. He should learn to be tolerant and considerate.

In social training the stress should be more on actual work and formation of desirable and healthy habits. No formal study of any kind in these subjects is advocated.

In III, IV, V and VI Year classes, a general knowledge of the life of the family, the neighbourhood and the local community in the Indian and World setting may be taught in an integrated manner, comprising the social, geographical and historical aspects of life relating to occupation, production, communications, trade and commerce. In V and VI Year classes, the History of India, ancient and modern, should be studied in broad outline. At the end of the primary course ,a pupil should have a knowledge of Indian History in such a way as to enable him to realise the greatness of his country's culture in the context of World History. He should have a fairly thorough knowledge of the Geography of India and a fair acquaintance with the broad features of World Geography. He should have a clear grasp of the outlines of the Constitution of India.

At all stages of Primary Education, Moral Instruction and Citizenship Training should form a part of social training and social studies. The school community may be so organised that the pupils will have ample scope for obtaining Civic and Social training within the school. This is to be done more in the form of activities than by the method of formal instruction.

(2) *Nature Study*.—In the first four Primary classes, the pupils should be able to understand their physical environment. Their power of observation should be developed by the study of plants, animals, insects, birds and other animate and inanimate objects. They should be taught the rudiments of health and hygiene. Personal hygiene, elements of physiology, sanitation and preventive measures against diseases should be learnt. In V and VI Year classes, simple science based on every-day life of the pupils should be studied. The scientific explanation of these should be simple and free from technical phraseology. The pupils should be able to appreciate the contribution of science to the happiness of human beings.

(*e*) *Craft and Manual Work*.—At the end of the Primary School Course, a pupil should have normal physical development. He should be in a position to use his limbs with ease and efficiency. He should be able to use simple tools with reasonable skill and to produce

articles of use and beauty. It is, therefore, suggested that every pupil in a Primary School should work in any of the crafts like Gardening, Agriculture, Spinning, Weaving, Wood-work, Mat-making, Tile-making, Pottery, etc. The craft should be selected according to local needs and facilities.

The following crafts may be taught in Basic and General Primary Schools:—

(1) *Agriculture and Gardening.*—Agriculture provides suitable manual activities for children of all ages.

(2) *Spinning.*—Spinning could be easily introduced in all Primary Schools both as a group and as an individual activity. It is one of the cheap crafts. Children derive immense psychological satisfaction by using a Thakli or a Spinning Wheel.

(3) *Weaving.*—Weaving is a craft allied to spinning. The children produce cloth or carpet out of yarn and this gives them satisfaction. It also develops self-confidence. Spinning and Weaving could be introduced in localities where cotton is grown in plenty.

Looms may be put up in Central Schools. For a group of 4-5 Primary Schools, there may be a Central School with facilities for weaving.

(4) *Sericulture.*—Sericulture is another popular craft in some parts of the State. It is already a subject for the present Middle School curriculum. It should be introduced wherever possible.

(5) *Wood-craft.*—Wood-craft is another important activity which could be introduced with advantage. It is not cabinet-making with costly tools and materials that is suggested here, but the preparation of simple wooden articles in common use in rural areas.

(6) *Laundry.*—Laundry is another suitable subject that could be introduced in places where there is scope for proper teaching and for plenty of practical work. Pupils could be taught to wash their own clothes and to keep them neatly folded and ironed.

(7) *Poultry-keeping.*—Poultry-keeping is another craft allied to agriculture. It may be introduced in schools with advantage to pupils, teachers and parents. Poultry farming supplements our food supply and also income.

(8) *House-keeping and Needle-work.*—House-keeping is another important activity. It should be taught particularly to girls. This subject should be introduced in all Primary Schools attended by girls in large numbers.

(9) *Tailoring.*—Tailoring could be introduced for children of V Year Primary class. In the lower classes, Sewing and Needle-work may be introduced.

(10) *Leather-work.*—Leather-work may also be introduced. Simple articles like purses, bags, straps, etc., which are useful in every-day life may be prepared.

(11) *Brick and Tile-making and Pottery.*—The older children in Primary Schools may engage themselves in the manufacture of bricks, tiles and pots as a part of their school activity.

(12) *Knitting.*—This is a very useful activity for girls in the Primary Schools.

(13) *Book-binding.*—As a craft, it may be introduced in Primary Schools, starting with paper-folding and paper-cutting.

Of all the above-mentioned crafts, Agriculture, Gardening and Spinning may be introduced in general in all Primary Schools. Agriculture is rich in its educational possibilities. Some of the harder agricultural operations, which the children of the Primary School are not able to do by themselves, can very well be done with the assistance and co-operation of the parents.

(*f*) *Fine Arts and Folk-lore.*—There should form another important aspect of the curriculum throughout the Primary School course, providing full scope for the release of the creative impulses. The child in the early years, *viz.*, in I, II and III Year classes, should be able to express himself in rhythmic movements combined with music. He should not be allowed to copy the drawings of others but should be encouraged to express his ideas in lines

and colours freely. Singing and Dancing may be taught individually or in groups throughout the primary school course. Chorus and action songs should receive special attention.

VI. Distribution of Time.

26. Considering the relative importance of the subjects in the several classes of the Primary School, the following allocation of time is recommended for adoption :—

Taking the week as a unit, there will be 21 hours at 3½ hours per day in the mornings only. These 21 hours are distributed among the various subjects, as follows :—

Items	Primary I and II Year Classes—All Schools	Primary III, and IV Year Classes		Primary V and VI Year Classes	
		Kannada	Non-Kannada	Kannada	Non-Kannada
(*a*) Languages—					
(i) Mother-tongue ..	5	5	3	4	2
(ii) Kannada ..	..	..	4	..	4
(iii) Samskrita ..	2	2	..	2	..
(iv) English ..	..	..	..	2	2
(*b*) Arithmetic ..	3	3	3	3	3
(*c*) General knowledge subjects—					
(i) Social Studies ..	2	2	2	2	2
(ii) Nature Study and Simple Science ..	2	2	2	2	2
(*d*) Craft and Manual work ..	5	5	5	5	5
(*e*) Fine Arts and Folklore ..	2	2	2	1	1
Total ..	21	21	21	21	21

Note.—The above 21 hours may be spread over forty-two periods of thirty minutes each, and the time-table may be suitably adjusted. The Primary Classes should be held in the mornings leaving the afternoons free for manual labour, cultural and social activities. All Primary Classes should be held for six days in a week working for four hours every day with an interval of half an hour.

VII. Abolition of the Middle School and Upper Primary Examinations.

27. The abolition of the present Middle School and the Upper Primary Public Examinations will be a necessary consequence of our recommendation to raise the duration of the Primary Course to six years and the reorganisation of High School Education to a subsequent four-year course. We welcome the abolition of this examination and recommend that no such examination be held from 1953-54 onwards.

VIII. Progress of Pupils in Primary Schools.

28. For gauging the progress of pupils in the Primary Schools, there is no need for an external public examination at the end of the six-year primary course. The progress of each pupil throughout the course should be watched and promotions from class to class decided by the teachers on the basis of the records of progress and also scientific tests. The general attainment of the child, physical and mental development, social behaviour, special aptitudes and interests may be considered while declaring promotions. A system of cumulative records showing the continued progress of the child throughout the primary course should be introduced. Academic achievement, proficiency in craft, health, special aptitude, standard of intelligence, etc., should be assessed from time to time by teachers, and recorded.

IX. Junior and Senior Basic Schools.

29. In other provinces, generally, the junior basic course is one of five years' duration and the senior basic course is one of three years. The present junior and senior basic schools in the State correspond to the four-year Primary and four-year Middle Schools. When we change the Primary School course to one of six years, there would be no need to have both kinds of schools. The basic school course at the primary stage should be a continuous one of six years.

X. Feeder and Central Primary Schools.

30. As a rule, a six-year primary education should be provided in every Primary School. There should be no

"incomplete" schools for administrative reasons, as it would virtually mean the defeat of the main objective of the six-year primary course.

XI. Compulsion.

(i) *Present Position.*—

31. The scheme of Compulsory Primary Education covering the period of four years is in force in the following nine taluks of the State :—

(1) Bangalore Taluk.
(2) Chikmagalur Taluk.
(3) Chitaldrug Taluk.
(4) Hassan Taluk.
(5) Kolar Taluk.
(6) Mandya Taluk.
(7) Mysore Taluk.
(8) Shimoga Taluk.
(9) Tumkur Taluk.

Out of the total population of 90.8 lakhs, the population in the above nine taluks is 11.7 lakhs.

32. The number of children between the ages of 6 and 10 and that of children attending the schools in the State as a whole, and in the above nine taluks is given below :—

	Number of children between 6 and 10	Number attending Schools	Per cent of enrolment
In the above nine Taluks ..	1,21,000	1,04,000	86%
Rest of the State ..	8,39,000	5,01,000	60%
Whole State	9,60,000	6,05,000	63%

33. Considering the percentages, the enrolment in the compulsory areas is very much better than that in the non-compulsory areas. The percentage, however, does not conclusively prove that compulsion has been the factor responsible for the high enrolment in the compulsory areas. The scheme of compulsion is in force in the district head-quarter taluks and these taluks had been, even before the

introduction of compulsion, comparatively well-developed educationally. The high enrolment cannot be attributed to compulsion alone. We would have to know what the enrolment was, before compulsion was introduced in these taluks, and what it is now. The increase, compared with the corresponding increase in the non-compulsory areas, would indicate the real part played by compulsion. Even then, it would have to be borne in mind that in an already well-advanced area, further increase in enrolment is more difficult to secure than in a less advanced area in which educational facilities are now being provided.

34. A fact of much greater importance than total enrolment is how it is distributed over all the four classes, *i.e.*, whether wastage has diminished as a result of compulsion. Statistics are not available in this regard. Figures of wastage for the whole State are collected, but wastage figures for the compulsory areas must be particularly compiled and watched.

35. We are not in a position to say with definiteness whether compulsion has succeeded. All that we can say is that the available data are more encouraging than discouraging.

(ii) *Defects in the working of compulsion and remedies.*—

36. From a study of all the facts before us, we have observed certain defects in the working of the compulsion scheme. These, with our suggestions for remedying them, are given below:—

(*a*) Periodical reports and statistics about enrolment, attendance, etc., in the compulsory areas are not being compiled and studied. This should be done. On the basis of these reports, immediate instructions should be issued by the administrative authorities and must be followed up by scrutinising the subsequent reports with reference to the instructions already issued.

(*b*) There is no satisfactory agency for preparing lists of children who will reach the school-going age every year. It is necessary to prepare lists of children who should join school, and to issue notices to the parents in time. This method is better than launching cases afterwards. Most of the parents do not realise the implications of

compulsion scheme. The preparation of such lists was necessary in the compulsion scheme of 1913, but the scheme itself was dropped after a few years. We recommend the constitution of a committee for a group of villages comprising Village Panchayet members for this purpose and also for deciding cases. Some funds should be placed at their disposal to pay remuneration to the person preparing the lists.

(*c*) We find that there is considerable delay in deciding cases. If there is delay, people are likely to think that nobody is serious about compulsion. We have recommended, in (*b*) above, the formation of a committee for this purpose to act as a court. Local non-official members will be better able to persuade the defaulting parents to send their children to schools than a Government agency.

(*d*) In many schools, the classes are too large, having as many as 40-50 children in each. The teaching becomes ineffective. The provision of a single teacher for a number of classes in a school also results in inefficiency. Bad teaching and an unsuitable curriculum are other factors. But these are defects that should be removed in all schools and not attended to merely in the compulsory areas.

(*e*) Poverty is another cause which tends to render compulsion a failure in many cases. Some pupils are not able to provide themselves even with slates and books. At present, a small sum of Rs. 10,000 is provided for this purpose. This provision should be increased and the greater part spent in the compulsory areas.

(iii) *Extension of Compulsion.*—

37. A question which has been greatly debated by us is whether we can afford to extend the Primary Course to six years and at the same time introduce Compulsion. It is a question of cost. But our clear view is that a six-year course is necessary for reasons already stated and that compulsion should be made applicable for the entire period of the course to ensure that all people receive the minimum education required to make a success of democracy based on Adult Franchise.

38. As regards estimates of cost, the cost of teachers' salaries and the provision of a craft are the most important items. We must improve the qualifications of the teachers—to the S.S.L.C. standard as we have recommended—and this means that we have to raise the scales of pay. There is no use of introducing compulsion with a staff of teachers who are not well-qualified and who are under-paid. We have, therefore, prepared the estimates of cost (which are given at the end of this Chapter) on the basis of the new scales recommended, *viz.*, Rs. 50–2–70–3–100.

XII. Organisation and Administration of Primary Education.

39. *Supervision and guidance.*—With a view to securing efficiency in supervision and guidance, we recommend that each Inspector of Schools be entrusted with a manageable number of schools and teachers. No Inspector should be entrusted with the inspection of the work of more than 150 teachers, whatever may be the number of schools. The maintenance of service registers, sanction of leave and such other administrative matters should not come in the way of his exercising effective educational supervision.

The present routine type of inspection to satisfy a formality is not of much use and should cease. The Inspectors must be selected men having adequate teaching experience to demonstrate the methods of teaching for the guidance of teachers. Inspection forms in which the Inspector's observations are entered, require modification in the light of the above recommendations.

40. *Primary Education as a separate administrative unit.*—Primary Education should be a unit by itself. Its administrative machinery should be independent of Secondary Education. There is a Deputy Director of Elementary Education. But in order that Primary Education may be organised as a unit by itself the powers and functions of the office of the present Deputy Director should be enlarged considerably so as to promote initiative and quick action, both of which are essential to put through a programme of expansion of the dimensions now contemplated. The post

of Deputy Director of Elementary Education should be converted to that of a Joint Director. We considered the question of the appointment of an independent Director of Elementary Education and came to the conclusion that a single administration under one Director dealing with Primary and Secondary Education with two different Boards would be better. A Board of Primary Education should be constituted. In each District, an officer of the status of the present District Educational Officer should be appointed to be in charge of Primary Education only. He will have 15–20 Inspectors of Schools under him and will be able to devote his full attention to Primary Education in the District. The present arrangement of making the District Educational Officer responsible for all grades of education in the District has not proved to be satisfactory.

41. *Organization of Primary Schools.*—The existing division and organisation of schools based on caste, creed and sex has not only led to the dissipation of our limited resources but has also set up psychological barriers which render it difficult for our young men and women to promote the ideals of our secular non-communal State and to rise to the full stature of their personality.

42. There should be only one common Primary School irrespective of sex, religion, caste or creed. All special schools like Urdu, Tamil, Telugu and Adikarnataka Schools should be merged into the general Primary Schools, due provision being made for teaching through the mother-tongue whenever there is an adequate enrolment of pupils desiring instruction through a particular mother-tongue.

XIII. Teaching Staff.

43. We have dealt with the question of the appointment and training of teachers of all grades in the chapter on Teacher Training. We are making here only a few observations with reference to Primary Education.

44. For teachers of Music and other special subjects, general educational qualifications prescribed for general teachers need not be insisted upon. But they should have completed the six-year primary course. Such

persons should have attained the required proficiency in these subjects and special arrangements should be made in the Teacher Training Institutions to train them as teachers.

45. Preference should be given to women while recruiting teachers to Primary Schools. Propaganda may be undertaken to recruit women teachers to the teaching profession. The upper age limit for appointing women teachers should be ordinarily 27 years.

46. A person who seeks to be a teacher should have attained a satisfactory level of maturity, physical, mental and social. We, therefore, recommend that no person below the age of 17 should be entertained as a teacher in a Primary School.

XIV. Content of the Training Course.

47. We have already stated in a previous recommendation that all teacher training institutions should be eventually converted to the basic type. The following aspects of the technique of teaching may be included among others :—

1. Techniques of plural class teaching and individual instruction ;
2. Remedial teaching methods, particularly in reading, writing and arithmetic ; and
3. Elements of speech training.

XV. Text-Books.

48. In the Primary I and II Year classes, no text-books apart from the language books need be used by the pupils. The language text-books should be carefully prepared on modern lines by the Department. The lessons must be graded and related to the pupils' environment. The language used must be within the comprehension of children. From II Year Primary Class onwards, a text-book on Arithmetic may be used. In V and VI Year classes two more additional text-books, one on social studies and another on simple Science (Nature

Study) of a descriptive character may be introduced. All the books intended for Primary Schools should be moderately priced so as to be within the reach of the poorest of parents. Arrangements should be made for the timely supply of these books. Arrangements must also be made for the systematic revision of departmentally published text-books. An Educational Research Bureau may be established for this purpose.

XVI. Library, Equipment and Buildings.

49. (1) *School Library.*—In each Primary School a library of children's books should be built up. The intention of reducing the load of text-books on the pupils in the Primary School is to encourage in them to acquire from the early stages, the habit of reading other books which are not text-books. Supplementary language books, story books and books containing descriptions of simple, every-day science topics may be supplied by the Department to School libraries. The books should be simple and graded.

(2) *Equipment.*—Blackboards, charts, maps and other materials should be supplied to each school by Government. The furniture should be simple and invariably of local make. Mats may replace benches and planks may be used in the malnad parts. Low desks may be provided. It is expected that the children will learn mat-making using locally available materials.

(3) *Equipment for Craft Work.*—We would suggest that the co-operation of the local people should be sought for the provision of craft equipment for schools in which a craft is introduced. Locally made articles of equipment should be preferred and the cost should be kept to the minimum.

(4) *Buildings.*—We are of the view that the question of buildings should not be allowed to loom large and stand in the way of educational expansion. We are envisaging a system of cheap buildings put up by the villagers as a community project, Government's help being limited to the supply of materials which are not locally available. The people could contribute labour, bricks, stones, timber, etc.

The Bharat Seva Dal has given a valuable lead in this respect and has demonstrated to the villagers, what self-help can accomplish. In certain places, the Seva Dal volunteers have constructed school buildings of simple design by their own labour as well as by enlisting the help and co-operation of the local community in regard to labour, as well as material.

XVII. Adult Education.

50. The general objective of adult education is to bring about an all-round improvement of the villages and to enable the rural population to live an enriched physical, mental, social and cultural life.

51. The Mysore State Adult Education Council have been doing valuable work in the field. Literacy, library service and follow-up of literacy, training of village leaders, general education through films and talks, revival of folk-arts and crafts, publishing books for adults made literate, organising Social Service Camps and Community Centres, have been items of their work. Their Vidya-peetha Scheme for training village leaders has won the appreciation of international organisations in the field.

52. The progress of Adult Education is bound to react with great advantages on Primary Education.

53. Now that we are thinking of bringing the whole State under compulsory education, adult education work will be very helpful in educating the ignorant parents in favour of compulsion. We recommend that in the areas proposed to be taken up for compulsion intensive preparatory adult education work should be undertaken to prepare the ground for compulsion.

54. We recognise that Literacy and Adult Education are intimately connected and that they are not separable. But we are of the opinion that the Education Department should make a more direct effect in furthering the advance of Adult Education. It has a staff of over 20,000 Primary School teachers, a large number of teachers in the Middle Schools and High Schools and many Inspectors, the full utilisation of whose services will be a very great advantage. Even now the teachers and In-

spectors are expected to assist the Adult Education Council by supervising the work of these classes. We think that better service in the cause could be secured if the Department were to take over the literacy classes and the library side of the work. Better direction could be given by the Inspectors and better supervision may be exercised. By this kind of direct effort, the school is more likely to function better as a community centre.

55. We recommend, therefore, that the Literacy and Library part of Adult Education work may be taken over from the Adult Education Council by the Education Department. Co-ordination of effort may be secured by having departmental representatives on the Council as at present.

56. As we have already said, the Adult Education Council has done fruitful work. Being a non-official body, it is well fitted to take up those aspects of work like general education, cultural activities, revival of folk-arts, Vidyapeethas, etc., which touch a larger area of the people's life than literacy. These activities cannot be conducted in a stereotyped manner; they require considerable freedom for initiative and research. Intimate contact with the local people is essential. We consider that great advantages will accrue if the Adult Education Council were to continue their activities in this field of social education with the added support of Government.

XVIII. Financial Estimates.

The financial estimates under Primary and Adult Education are given below:—

I. Primary Education.

A. Cost of introducing Compulsion.

57. The following estimates are based on our recommendations, *viz.*, (*a*) that the Primary Schools are hereafter to be of 6 years' duration, (*b*) that Primary Schools are to be staffed hereafter by S.S.L.C.s' on the scale of pay Rs. 50–2–70–3–100, and (*c*) that the scheme of compulsion is to be completed in 10 years.

(i) Cost of additional teachers.

The total number of pupils in the age range 6—12 is estimated to be 14.9 lakhs. At the rate of one teacher for 30 pupils, which is the generally accepted pupil-teacher ratio, 49,600 teachers will be required in place of the 21,200 teachers who are now working in the Primary Schools. We therefore require about 28,000 additional teachers. Spreading over a ten-year plan, we would have to recruit 2,800 teachers every year, for 10 years. Also, assuming that about 500 of the existing teachers go out of service every year, we would have to replace these teachers. The cost will be about Rs. 440 per teacher replaced or Rs. 2,20,000. The cost of appointing 2,800 teachers will be Rs. 33,60,000 per annum.

The additional cost on account of teachers will be as follows :—

	(a) Number of additional teachers	(b) Recurring cost on (a) Rs. (in lakhs)	(c) Number of existing teachers replaced by S. S. L. C.'s	(d) Recurring cost on (c) Rs. (in lakhs)	Total (b+d) Rs. (in lakhs)
1st year ..	2,800	33.6	500	2.2	35.8
2nd year ..	2,800	67.2	500	4.4	71.6
3rd year ..	2,800	100.8	500	6.6	107.4
4th year ..	2,800	134.4	500	8.8	143.2
5th year ..	2,800	168.0	500	11.0	179.0
6th year ..	2,800	201.6	500	13.2	214.8
7th year ..	2,800	235.2	500	15.4	250.6
8th year ..	2,800	268.8	500	17.6	286.4
9th year ..	2,800	302.4	500	19.8	322.2
10th year ..	2,800	336.0	500	22.0	358.0
Total ..	28,000	1,848.0	5,000	121.0	1,969.0

(ii) Cost of additional Inspectors and Staff.

	Rs.
Number of Inspectors required at the rate of one Inspector for 150 teachers	330
Less number of Inspectors at present	111
Number of additional Inspectors required ..	219

Cost of each additional range—Rs. 6,000 per annum recurring and Rs. 800 non-recurring.

Cost of 22 ranges every year—Rs. 1.32 lakhs recurring and Rs. 0.17 lakh non-recurring.

And cost of 21 ranges in the last year—Rs. 1.26 lakhs recurring and Rs. 0.17 lakh non-recurring.

	Number of additional ranges to be sanctioned	Cost	
		Recurring (Rs. in Lakhs)	Non-recurring (Rs. in Lakhs)
1st year ..	22	1.32	.18
2nd year ..	22	2.64	.18
3rd year ..	22	3.96	.18
4th year ..	22	5.28	.18
5th year ..	22	6.60	.18
6th year ..	22	7.92	.18
7th year ..	22	9.24	.18
8th year ..	22	10.56	.18
9th year ..	22	11.88	.18
10th year ..	21	13.14	.17
Total ..	219	72.54	1.79

(*iii*) *Cost of additional Attendance Officers.*

	Rs.
Number of Attendance Officers required ..	900
Less number of Attendance Officers at present ..	35
Number of additional Attendance Officers required ..	955
Cost of each Attendance Officer per annum ..	1,452
Cost of 100 Attendance Officers per annum	1,45,200

	Number of Attendance Officer	Additional Cost (Rs. in Lakhs)
1st year ..	100	1.45
2nd year ..	100	2.90
3rd year ..	100	4.35
4th year ..	100	5.80
5th year ..	100	7.25
6th year ..	100	8.70
7th year ..	100	10.15
8th year ..	100	11.60
9th year ..	100	13.05
10th year ..	55	13.85
Total ..	955	79.10

Total additional cost on account of Compulsion.

(a) *Recurring cost.*

	Cost of Additional Teachers	Cost of Additional Inspectors	Cost of Additional Attendance Officers	Total recurring cost
				(Rs. in Lakhs)
1st year ..	35.8	1.32	1.45	38.57
2nd year ..	71.6	2.64	2.90	77.14
3rd year ..	107.4	3.96	4.35	115.71
4th year ..	143.2	5.28	5.80	154.28
5th year ..	179.0	6.60	7.25	192.85
6th year ..	214.8	7.92	8.70	231.42
7th year ..	250.6	9.24	10.15	269.99
8th year ..	286.4	10.56	11.60	308.56
9th year ..	322.2	11.88	13.05	341.13
10th year ..	358.0	13.14	13.85	384.99
Total ..	1,909.0	72.54	79.10	2,120.64

(b) *Non-recurring.*

	(Rs. in Lakhs)
(*a*) Buildings (cost estimated at the rate of 33 rupees per pupil for 7.9 lakhs of additional pupils ..	363.50
(*b*) Equipment at Rs. 8 per pupil for 7.9 lakhs of additional pupils ..	63.20
(*c*) Equipment for offices ..	1.79
Total ..	328.49

With the abovementioned funds, all the following items which have figured in the recommendations would be covered :—

(*a*) *New Schools in School-less areas.*—There are 10,000 schools now and 15,000 schools will be required for the whole State. Five thousand more schools will therefore be required. With the funds stated above we could open 500 schools every year.

(*b*) Provision of additional staff to strengthen the staff of existing schools.

(*c*) As the full requirement of teachers is provided, the number of teachers above includes Kannada teachers for non-Kannada pupils

(*d*) Slates and books for poor pupils and books for the school library are included under equipment.

(*e*) The above being ten-year plan, it allows for extension of compulsion to nine taluks every year.

B. Cost of converting General Primary Schools into Basic Schools.

58. We have accepted the principle that Basic Education should be the pattern of Primary Education. But the conversion of Primary Schools to Basic Schools will have to be governed by the number of basic trained teachers whom we would be able to secure every year. At the Vidyanagar Centre, we are now training about 50 basic teachers every year and about 250 Primary School teachers at the Special Training Centre in the same camp. If we convert the whole camp to a Basic Training Centre, we could train 150 Basic teachers every year.

59. In the 104 Basic Schools now existing, we have about 276 teachers, *i.e.,* three teachers per Basic School on the average.

60. The starting of another Basic Training Centre for training teachers will require lands, water facilities, etc. We have to locate two or three other suitable places like the Vidyanagar Campus. When we are able to establish another centre like this we may increase our pace of the conversion of the Primary Schools to those of the Basic Type. The scheme now given however provides for the conversion of 100 Primary Schools into Basic type every year. As we step up our training, we may start even more Basic Schools.

61. The cost of conversion of Primary Schools to Basic Schools every year will be as follows :—

(a) *Recurring cost per school.*—

	Rs.
At Rs. 50 per teacher for three teachers ..	150

For 100 schools the recurring cost will be Rs. 15,000 per annum.

(b) *Non-recurring cost.—*

		Rs.
(i)	Lands at ½ acre for 1 teacher for 3 teachers at Rs. 1,000 per acre	1,500
(ii)	Equipment at Rs. 200 for 3 teachers ..	600
(iii)	Water and fencing facilities	1,500
	Total ..	3,600

For converting 100 Primary Schools to Basic Schools, the non-recurring cost will be Rs. 3,60,000.

Total cost of converting 100 *Primary Schools to Basic Schools every year.*

	Number of schools	*Recurring cost*	*Non-recurring cost*
		Rs.	Rs.
1st year ..	100	15,000	3,60,000
2nd year ..	100	30,000	3,60,000
3rd year ..	100	45,000	3,60,000
4th year ..	100	60,000	3,60,000
5th year ..	100	75,000	3,60,000
6th year ..	100	90,000	3,60,000
7th year ..	100	1,05,000	3,60,000
8th year ..	100	1,20,000	3,60,000
9th year ..	100	1,35,000	3,60,000
10th year ..	100	1,50,000	3,60,000
Total ..	1,000	8,25,000	36,00,000

C. Cost of introducing a craft in 300 schools every year.

62. The Vidyanagar Campus may be used for training 300 teachers during the summer vacation in a craft.

(*a*) The cost of training 300 teachers will be—

		Rs.
(i)	Maintenance allowance at Rs. 100 per teacher ..	30,000
(ii)	Craft teachers—5 teachers at Rs. 50 per teacher per month, for 3 months	750
(iii)	Cost of raw materials at Rs. 10 per trainee ..	3,300
(iv)	Contingencies, etc.	250
	Total ..	34,000

(*b*) After training these 300 teachers, 300 schools may be taken up for introducing a craft in every school. The cost will be Rs. 100 non-recurring and Rs. 25 per annum recurring for each school.

	Recurring	*Non-recurring*		
		Training	*Equipment*	*Total*
	Rs.	Rs.	Rs.	Rs.
1st year ..	..	34,000	30,000	64,000
2nd year ..	7,500	34,000	30,000	64,000
3rd year ..	15,000	34,000	30,000	64,000
4th year ..	22,500	34,000	30,000	64,000
5th year ..	30,000	34,000	30,000	64,000
6th year ..	37,500	34,000	30,000	64,000
7th year ..	45,000	34,000	30,000	64,000
8th year ..	52,500	34,000	30,000	64,000
9th year ..	60,000	34,000	30,000	64,000
10th year ..	67,500	34,000	30,000	64,000
Total ..	3,37,500	3,40,000	3,00,000	6,40,000

D. Cost of training of Inspectors and members of the staff of Normal Schools in Basic Education.

63. Cost of training 200 Inspectors and members of the staff of Normal Schools at Vidyanagar for a period of 1½ months at Rs. 100 per Inspector (for maintenance and travelling allowances) would be Rs. 200×100 or Rs. 20,000.

This amount may be provided in the first year of the scheme as a non-recurring item.

E. Cost of upgrading 600 posts of teachers.

64. The extra provision required for the upgrading of 600 posts in the present scale of Rs. 40–80 to 600 posts on Rs. 60–4–100 amounts to Rs. 1.60 lakhs.

TOTAL COST FOR PRIMARY EDUCATION.

(In lakhs of Rupee)

		* Cost of Compulsion		† Cost of Basic Education		‡ Cost of Craft Schools		Cost of Training of Inspectors		Cost of Up-grading 600 posts in 40-80 to 60-100		Total	
		R	NR	R	NR	R	NR	R	NR	R	NR	R	NR
1st year	.. ..	38.57	32.85	.15	3.60	..	.64	..	.20	1.60	..	40.32	37.29
2nd year	.. ..	77.14	32.85	.30	3.60	.08	.64	..	..	1.60	..	79.12	37.09
3rd year	.. ..	115.71	32.85	.45	3.60	.15	.64	..	..	1.60	..	117.91	37.09
4th year	.. ..	154.28	32.85	.60	3.60	.23	.64	..	..	1.60	..	156.71	37.09
5th year	.. ..	192.85	32.85	.75	3.60	.30	.64	..	..	1.60	..	195.50	37.09
6th year	.. ..	231.42	32.85	.90	3.60	.37	.64	..	..	1.60	..	234.29	37.09
7th year	.. ..	269.99	32.85	1.05	3.60	.45	.64	..	..	1.60	..	273.09	37.09
8th year	.. ..	308.56	32.85	1.20	3.60	.52	.64	..	..	1.60	..	311.88	37.09
9th year	.. ..	347.13	32.85	1.35	3.60	.60	.64	..	..	1.60	..	350.68	37.09
10th year	.. ..	384.99	32.84	1.50	3.60	.68	.64	..	..	1.60	..	388.77	37.08
	Total ..	2120.64	328.49	8.25	36.00	3.38	6.40	..	.20	16.00	..	2148.27	371.09

* Includes provision for starting 500 new schools every year, appointing additional staff to existing understaffed schools, equipment and buildings.

† Provides for starting 100 basic schools every year.

‡ Provides for opening a craft in 300 primary schools every year.

R– Recurring NR—Non-Recurring

II. Adult Education.

65. Additional provision for the expansion of the activities of the Adult Education Council, including the starting of 10 Vidyapeeths and literacy work :—

(In lakhs of Rupees.)

1st year	.. ..	1.2
2nd year	.. ..	2.4
3rd year	.. ..	3.6
4th year	.. ..	4.8
5th year	.. ..	6.0
6th year	.. ..	7.2
7th year	.. ..	8.4
8th year	.. ..	9.6
9th year	.. ..	10.8
10th year	.. ..	12.0
	Total ..	66.0

General.

66. The financial estimates given in the preceding section fairly reflect our objectives. "Mass education is our primary concern. The mass is the master of the country to-day. We have a Constitution based on adult franchise. To make this broad-based democracy a success, people have to be well educated and well trained. It is, therefore, that one of the directive principles of the State policy, *viz.*, Article 45 of the Constitution lays down that the State should endeavour to provide, within a period of ten years from the commencement of the Constitution, free and compulsory education for all children up to the age of 14 years." Though compulsion was introduced as long ago as 1913, the policy in this regard has been wavering. Practically no progress has therefore been made so far. We are of the firm view that a planned and steady policy should be followed and that compulsion should be made a reality, in strict adherence to the Constitutional Directive. The total cost of compulsion covering the whole State has been calculated and spread over ten years. This being the case, the estimates taken as a whole include the requirements of all areas, thus meeting the objection that schemes of compulsion tend to concentrate attention and funds on particular areas when there are other backward areas, some of which have no schools at all. The estimates for each year

include the cost of introducing compulsion not only in the year's selected set of taluks but also for opening schools in areas not covered by educational facilities and for providing additional teachers for under-staffed schools, etc. This has been done, as in any case, the other areas are also to be brought under compulsion sooner or later within ten years. With the funds indicated in the scheme, it will be possible to open 500 schools every year in the school-less areas so that the State may have the requisite complement of schools at the end of ten years.

67. It has been asked whether we will be able to secure the requisite number of teachers. We believe that it will be possible. Over 20,000 students appear annually for the S.S.L.C. and their number is increasing. Unemployment is already showing its tendency to increase. The scheme of compulsion, besides being a national investment, will meet this problem to a certain extent. The improved salary scales are also likely to attract more young men and women to take to the teaching profession. The cost is one of the main obstacles, but as we have said elsewhere, this problem has to be faced squarely, otherwise the situation becomes worse and more serious.

68. In pursuance of our objective that Basic Education should be the pattern of our Primary School work, provision has been made for increasing the number of trained Basic Education teachers from 50 to 300 every year, and for the opening of 100 pucca Basic Schools. Starting unsatisfactory Basic Schools does more harm than good. Much as we wished to increase the above numbers, we had to think of two factors, *viz.*, the availability of trained teachers, and the provision of adequate lands and other facilities for the Basic Schools. Our idea is that efforts should be made to secure more sites like the one at Vidyanagar for training more Basic teachers and then start more Basic Schools.

69. Simultaneously with the starting of pucca Basic Schools, every year, 300 Primary Schools are to be provided with facilities for teaching a craft. These are to be converted to pucca Basic Schools later.

70. The above scheme is, in our opinion, very modest compared to the needs. Even then, it requires considerable

funds. But the expenditure is necessary and we would urge that funds be found. In the chapter on Finance, we have discussed the question of funds in greater detail.

71. Throughout our recommendations, we have kept an eye on quality. Quality cannot be sacrificed under the stress of expansion. A new curriculum has been suggested to put more life and reality into Primary School work. But a curriculum by itself will not go far ; the vital factor is the teachers. With the raising of the teachers' qualification to the S.S.L.C., their training, and the improvement of the scales of their pay, for all of which provision has been made, we are confident that Primary Education will reach higher levels.

Chapter IV.

SECONDARY EDUCATION.

I. Present Organization of Secondary Education.

1. As at present organised, Secondary Education in Mysore is carried on in two stages, the Middle School stage of four years' duration commencing after a four-year Primary course and the High School stage of three years following the Middle School. The Middle Schools and the High Schools are separate institutions. A Public Examination is held at the end of each stage, *viz.*, the Middle School and the Secondary School Leaving Certificate. Only those who have passed the Middle School Examination are eligible for admission to a High School except in the case of girls who may either take the Public Examination or an internal Middle School terminal examination. The S.S.L.C. results are declared in two categories, the E.C. & P.S. and the E.P.S., the former for admission to the University and to the Public Service and the latter for admission to the Public Service only. Differential minima have been fixed for a pass in the two classes as follows :—

E.C. & P.S.

Forty per cent in English.

Thirty-five per cent in each of the other subjects in the compulsory group.

Thirty-five per cent in the Optional Group.

E.P.S.

Thirty-five per cent in English.

Thirty per cent in each of the other subjects in the compulsory group.

Thirty per cent in the Optional Group.

At the Middle School Examination, the minimum for a pass is forty per cent in English and thirty-five per cent in each of the other subjects.

II. Main Trends in the Development of Secondary Education.

2. During the last thirty years there has been a phenomenal increase in the number of pupils undergoing Secondary Education. The rate of increase of the number of pupils in this grade has far outstripped even that in the primary stage. While the strength in the primary schools has increased 2½ times, from 2,60,000 to 6,30,000, that in the high schools has increased to four times, from 37,000 to 1,40,000. This " quantitative upheaval " has created serious problems. While quantitative development has proceeded apace, the central problem of providing a purposeful education suited to the many, of making it practical without loss on the cultural side, of making it serve the purposes of both a terminal and a preparatory education has remained unsolved in spite of attempted efforts at reform. Thirty years ago, the Sadler Commission observed : " to reduplicate the existing kind of education would produce an academic proletariat, hungry, discontented and inept ". The observation remains as true to-day as then. For while Secondary Education has developed four-fold, quantitatively speaking, in this period of thirty years, the kind of education remains very much the same, bookish and neither really cultural, nor usefully practical.

3. As has been narrated in Chapter II, about the time of the Sadler Commission (and independently of it) an Educational Memorandum was prepared in Mysore, outlining a comprehensive plan of educational reform. The curricula of both the Middle School and the High School were then materially revised broadly under the principle that the courses should provide an all-round general education as well as a practical education with a vocational objective. Accordingly, the courses of study were divided into two broad groups, the first containing subjects of general knowledge and the second containing vocational subjects. The object of the reform was " to give the students an all-round education so as to fit them to face the struggle for life or to enable them to specialise in some subject in which they manifest an increasing taste in the higher courses ". This was the general pattern of Secondary Education contemplated in 1923.

4. As a result of the revision, the courses of study came to be as follows :—

Middle Schools.

1. Moral Instruction.
2. English.
3. Vernacular.
4. Elementary Mathematics.
5. Indian History.
6. Geography including Map-drawing.
7. Nature study and Elementary Science for boys or Domestic Economy and Needle-work for girls.
8. Drawing.
9. Manual Occupations.
10. Optional subjects one of the following :—

    Samskrita, Persian, Hygiene, Practical Instruction. (Smithy, Carpentry, Lacquer-work, Tailoring, Shoe-making, Brass-work, etc.), Agriculture, Nature study and Elementary Science for girls.

11. Games and Drill.

High Schools.

1. English.
2. Second Language.
3. Elementary Mathematics.
4. History of England and India.
5. Geography.
6. Elementary Science.
7. Optional Subjects, one of the following :—

    A classical language, an additional course in Mathematics, or a vocational subject such as Book-keeping and Commercial Accounts, Printing and Book Binding, Electric Wiring and Fitting, Smithy, Weaving, Agriculture, Printing and Engraving, Needle-work, Embroidery and Dress-making, Domestic Science, Pharmacy, Drawing Mensuration and Surveying, Mechanical Shop and Fitter's work.

5. In 1937, while the Middle School Scheme remained unaltered, the High School course was modified in certain respects but without altering its essential character, *viz.*, of general studies plus a vocational subject. In the compulsory group, History and Geography were brought

together and Civics was added on. The Optional Group was divided into five sub-groups.

(*a*) *The Humanistic Group.*—History of England or Geography or History of India and one of the following : English, Samaskrita, Persian, Arabic, Islamic History, History of India, Hindi, Kannada, Urdu [not to be offered both under (2) and (7) above.

(*b*) *Mathematics and Science Group (P.C.M. Group).*— (i) Mathematics—Algebra and Geometry, (ii) Physics, Chemistry and Biology.

(*c*) *Practical Arts Group.*—One of the following :—

(i) Domestic Arts, (ii) Agriculture, (iii) Sericulture, (iv) Industrial Arts : One of the following—Electrical Wiring and Fitting, Mensuration, Surveying and Draughtsmanship, Mechnical Shop and Fitter's-work, Pattern-making and Foundary-work, Wood-work, Black-smithy, Weaving, Printing and Engraving, Composing, Printing or Binding.

(*d*) *Commercial Arts Group.*—Any two of the following subjects :—

Accountancy, Banking, Practice of Commerce, Co-operation, Typewriting.

(*e*) *Music and Fine Arts Group.*—Music or Painting and Drawing.

6. The Middle School scheme of 1923 and the High School scheme of 1937 are in force to-day.

III. Defects in the Present System.

7. The provision of diversified courses in the Secondary Schools by way of academic courses leading ultimately to the University and of practical courses for equipping pupils to enter various avocations in life as contemplated in the reforms of 1923 and 1927 was expected to prevent the indiscriminate rush to the University by making Secondary Education fulfil both a preparatory as well as a terminal function. It was expected to meet the demands of the many who had not the bent or the aspiration to enter a University and thus fulfil an essential function of Secondary Education. The actual results, however, fell far short of those expected owing to certain grave defects in the working of the reformed schemes rather than inherent in them.

8. Though a variety of practical courses were included in the optional group of subjects, serious attempts were not made to introduce these subjects in actual practice in the schools. The following statistics pertaining to the Middle School and the S.S.L.C. Examinations of 1952 throw light on this point :—

(*a*) Middle School Examination.

Optional Subject	*Number of candidates*
1. Hygiene	34,437
2. Domestic Economy and Needle-work ..	2,278
3. Agriculture	619
4. Sericulture	..
5. Languages	3,237
6. Practical Instruction subjects—	
Carpentry 198, Tailoring 175, Weaving 198, Shoe-making Nil, Smithy 14, Rattan-work, 15, Lacquer-work 41, Brass-work 21 ..	662
7. Music	1,162
Total ..	42,395

(*b*) S.S.L.C. Examination.

Optional Subject	*Number of candidates*
1. Humanistic Group ..	4,428
2. Mathematics and Science Group ..	12,396
3. Practical Arts Group—	
Domestic Arts 250, Electric Wiring and Fitting 18, Mensuration and Surveying 10, Mechanical Shop and Fitter's work 34, Pattern-making and Foundry 18, Weaving 18, Composing, etc., 21, Agriculture 33	402
4. Commercial Group ..	2,364
Total ..	19,590

9. The presence of subjects like Hygiene and Languages alternating with subjects like Carpentry, Agriculture, etc., at the Middle School stage appears strange. The reason for the inclusion of these subjects might have been that

it was not possible to introduce the practical subjects universally and therefore the theoretical subjects were put in to serve as alternative subjects in schools in which a practical course could not be provided. But what actually happened was that the practical subjects never became a reality and everybody began to take Hygiene as an optional subject. Thus the diversification of studies at the Middle School stage was only on paper and hence a term of reference to the Committee has been " to formulate proposals for diversifying the courses of study in the Middle Schools and High Schools ".

10. While the provision of practical courses at the High School stage was expected to divert the rush from the one-way track of academic studies, the inclusion of academic subjects in the Humanistic and Scientific groups along with the Commercial Arts, Practical Arts and Fine Arts Groups in the Optional Part of the S.S.L.C. Scheme tended to perpetuate the very defect which was attempted to be removed. The tendency to take to easier paths and paths of least resistance being a very natural tendency, as true of administrations as of individuals, the stereotyped paths of academic studies were only reduplicated. Furthermore, the selection of optionals, as between the Humanities and the Sciences at a tender age when pupils can hardly be expected to be in a position to know exactly their capacities and requirements, was unsatisfactory, as it resulted in many misfits either for a University course or for an occupational career. This consideration was the basis of the re-organization proposed by the Department of Public Instruction in 1942. The proposal then was for the re-organization of the High School course so as to provide for a common course of general education and a compulsory course in some vocational subject.

11. Another serious defect has been the lack of co-ordination between the Middle School and the High School and between the High School and the University or higher Technical Institutions, in regard to vocational subjects. This was pointedly observed as a glaring defect of our education in the Decennial Report of the Progress of Education for the period 1922-1932. It was stated in this report, " Attempts are being made to examine the possibilities of appropriately linking general schools with vocational institutions already existing in the shape of

Industrial, Commercial, Agricultural, Medical and Engineering Schools, so that pupils whose talents lie away from University studies may be switched off at suitable points to courses of study suited to their aptitudes". But lack of co-ordination remains as serious a defect to-day as it was twenty years ago.

12. Education must be a continuous ladder so that the effort made at one stage may be continued at the next and wastage thus prevented. But owing to defective organization, the practical subjects taken at the Middle School cannot be continued at the High School. For instance, a student who takes Carpentry in the Middle School at Shimoga cannot continue the same subject in the High School there or in any other High School in the same district for want of provision in the latter. Similarly, one who takes Agriculture in Kagathi Middle School cannot continue the same subject in the High School at Chintamani just three miles away for the same reason, whereas it may appear obvious that the farm at Kagathi might well have been developed to serve the needs of both the High School and Middle School education in the area with great advantage to both. Furthermore there is an illogical gap in the First Year of the High School, *viz.*, that while optional subjects may be taken in the Middle School, no optional subject can be taken in the First Year of the High School but only in the Second and Third Years. Lack of correlation and a break have therefore characterised the organization of the practical subjects in the Middle Schools and the High Schools.

13. There has been similar lack of co-ordination between the High Schools and the University in respect of practical studies. As observed in the Decennial Report quoted above, "many pupils, who are striving to qualify themselves for admission to the University and have no intention whatever of making use of the study of these subjects as a preliminary to further technical training, choose them, but drop them in the University, where these technical courses are not continued. Instances of even those, who drop off at this stage, pursuing any practical work as a result of special training, are few and far between. Thus the introduction of vocational subjects has failed to divert those who are unfit for a University course and prepare them for earning their livelihood by entering

an appropriate profession or vocation". Courses which debar a person taking them from entering the University cannot but become unpopular. As observed by the Sadler Commission, "the tradition that a University career is the right and natural one for all boys of ability and ambition is too deeply rooted to make it reasonable to expect that a boy will choose a course of study which will definitely exclude him from the University. The experience of the "B" and "C" courses in the High Schools is generally regarded as showing that carefully devised schemes of study are likely to fail unless they give access to a University Career". This observation was made at a time when there was no alternative to the University for those who wanted to continue their education beyond the High School, but conditions have since changed and experience now shows that young men are not solely bent on University Education but are willing and even anxious to equip themselves for life in other ways, if only such ways are made open to them. The Special Committee appointed by the Syndicate of the Madras University in 1944 observed how in the industrial expansion consequent upon the war, a number of young men who would otherwise have followed their studies in a University, willingly left their studies and joined special institutions to equip themselves for a career later in life. But our present educational system does not permit practical studies being continued beyond the High School either in the Intermediate Colleges or in Technical Instructions at the appropriate level. This want of co-ordination is now to be remedied.

14. It has been debated whether Vocational Education should aim at "vocational bias" or whether it should be more serious in content and method aiming at a good standard of vocational proficiency so that the student may make his way in life after continued study or apprenticeship in the line. The present scheme of practical subjects has been organised more with the objective of "bias" rather than that of enabling the pupil to acquire a sufficient standard of proficiency for a living. The result has been that while many students who take the academic groups are found later to be unfit to enter the University, those who take the practical subjects find themselves unfitted to enter life. There has thus been an atmosphere of purposelessness throughout.

15. Another grave defect has been that the syllabuses, excellent in many ways, have not been worked out fully in practice. Thus, Moral Instruction, Drawing, Nature Study and Elementary Science, and Manual occupations which figure in the curriculum of the Middle Schools on paper, are conspicuous by their absence in the schools. The reason for the neglect of those subjects might have been that they were not subjects for the Public Examination. Whatever the reason may be, to have a good scheme and not to work it, is a sad commentary on educational policy.

IV. Aims of the Re-organization now Recommended.

16. The re-organization now proposed aims at removing the defects mentioned above and at introducing certain other changes to make Secondary Education serve the present day needs more effectively. The terms of reference to the Committee concerning Secondary Education have been: (*a*) To suggest a new curriculum for General Education in Middle Schools and High Schools so as to make it better suited to serve individual and social needs, (*b*) to formulate proposals for diversifying the courses of study in Middle Schools and High Schools with a view to including practical subjects; to examine the existing facilities for Vocational Education, and the possibility of securing fuller utilisation in the programme of diversification of studies in the General Schools, (*c*) to examine and formulate the proposal for re-organization of the S.S.L.C. and the Intermediate Examinations. The Government stated that the terms of reference were only an indication of the main questions which the Committee may consider and that they did not preclude the Committee from considering any other matter germane to the problem of educational reform in the State.

17. The recommendations made in this Chapter are to be read along with those in the other Chapters, particularly in the Chapters on Technical and Vocational Education and on Health, Physical Education and Extra-Curricular Activities as the attempt of the Committee has been in the main to produce on inter-related plan giving cohesion to educational effort.

V. Objectives of Secondary Education.

18. There has been general agreement about the aims and functions of Secondary Education. Considering that a re-definition of the aim would be helpful we would say, in practical terms, that Secondary Education should aim at giving pupils an education which should be complete in itself and also at training students seeking to pursue their studies beyond that stage either in the University or other institutions. We recognise the difficulties which would be encountered by an educational organization attempting both a terminal as well as a preparatory purpose. At the same time we are also aware of the harm that would result by sharply differentiating the needs of the two categories of students, one preparing for the University and the other preparing to enter life. But Secondary Education is the education which the bulk of the educated people will receive and by the very nature of the problem, Secondary Education must perforce perform this double function. The success of Secondary Education will depend on the way in which this double function is discharged without detriment to either aspect. It must give the pupil a sound cultural education and fit him as a citizen ; and at the same time educate his talent into the proper channels of employment.

VI. Structure of Secondary Education.

19. Secondary Education corresponds to a definite stage in the development of pupils covering the phase of early adolescence, commonly believed to spread over the age-range 12 to 15 years and the phase of later adolescence which starts at about 16 and lasts for about two years. On this basis, Secondary Education would cover a period of 6 years. If Secondary Education is to successfully function as a self-sufficient and complete educational entity, imparting a sound cultural education as well as adequate pre-vocational training, we consider that Secondary Education should be organised as a single co-ordinated unit with a common purpose running throughout. For reasons which have been stated in the Chapter on Primary Education, Primary Education is hereafter to be a unit of 6 years commencing at the age of six. Secondary Education will therefore have to be built upon the 6-year primary course and then run on for another 6 years. This being the case, Secondary Education will cover the

areas covered both by the present Middle Schools and High Schools and also include the present Intermediate stage, a reform which dates back to the Sadler Report thirty years ago. This reform has been endorsed by the Indian Universities' Commission by their observation that "the Intermediate Examination marks the end of Secondary Education and the beginning of University Education". The Commission have further observed: "We have lost 30 years by neglecting to raise the standards of our High Schools and Intermediate Colleges as recommended by the Calcutta University Commission and it is time that we realise that our Secondary Education remains the weakest link in our educational system and needs urgent reform". Dr. C. R. Reddy who was invited by the Mysore Government four years ago to examine the system of education in Mysore strongly advocated the bringing together of Intermediate Education and the present Secondary Education under a single new organisation called the Board of Secondary and Intermediate Education. After the Sadler Commission, some provinces in North India attached Intermediate classes to the existing High Schools in furtherance of the recommendations of the Commission, but the real purpose of this momentous reform of the Sadler Commission, *viz.*, the diversification of studies, both at the High School and at the Intermediate stage and the improvement of the standards of both, was not brought about and except that the Intermediate classes worked as adjuncts to the High School, the essential purpose of diversification was missed. In order that Secondary Education may be complete in itself, fulfilling the double function of giving a sound cultural background to the bulk of our educated youth, and at the same time training them to earn a living, we feel that a 6-year course of education is necessary. We recommend therefore that Secondary Education be hereafter organised as a single co-ordinated unit consisting of two parts—(*a*) the "Junior" or "High School" stage of 4 years following the 6 years' primary course and (*b*) the "Senior" or "Intermediate" stage of 2 years' duration following the High School stage.

VII. The Curriculum—High School Stage.

20. The curriculum may be considered in terms of the aims of Secondary Education, *viz.*, the imparting of a

General Education and the development of culture, and vocational training. This looks simple enough but the matter becomes complex when we try to define what constitutes a general education and what makes for culture. Without retraversing the paths of academic discussion on the subject, we recommend that the term "General Education" may comprise the following subjects :—

(*a*) *Mother-tongue.*—Kannada or Urdu or Tamil or Telugu or Hindi or English or Samskrita.

These subjects are intended to develop the imagination and taste of the pupils by opening to him the treasures of his own native literature. In this land of many languages, the mother-tongue has an emotional appeal and we feel that many of the difficulties of the language question will disappear if full scope is allowed for the study of one's mother-tongue. For the great number who go through the Secondary Education course only the mother-tongue holds the key to literature, whose value to the student is to so "accumulate years to him as though he had lived from the beginning of time," "compensating to some degree for the limits which time and space put on each individual's knowledge of human nature". The value of a study of one's literature is so obvious as to need no explanation, and as the approach to it at the secondary stage can only be through the mother-tongue, the latter must needs hold an important place. The student must first be trained to master the tools of language, to express himself clearly and precisely in speech as well as in writing and then take up the study of good literature which reveals the mind of great authors.

Samskrita, though not a mother-tongue, has been included in this group as it is the common cultural heritage of all Indians and the root of many Indian languages. Some of the Memoranda presented to us by some associations for the promotion of learning and culture have stressed the need for making Samskrita a part of the study of Kannada. We agree with this view which we commend to the Syllabus Committees.

Note.—There may be many pupils, who though their mother-tongue is not Kannada, by long domicile and association, feel quite at home in Kannada and who may prefer to study Kannada under

this group. We have amidst us many Kannada scholars who do not speak Kannada at home. The provision of languages under the group "mother-tongue" does not preclude a pupil for taking any Indian language, even though it is a language which he does not speak at home. The idea underlying the recommendation is that facilities for the study of the mother-tongue must be provided in all cases but this is not to compel him to study his own mother-tongue and no other language.

(*b*) *Kannada or Hindi.*—As the medium of instruction (a question which will be discussed later) in the Secondary Schools will be Kannada—the Regional language, provision for the study of this language will have to be made for the non-Kannada speaking pupils. Such provision is a corollary of the policy of making the Regional language the medium of instruction at the Secondary stage. We have recommended in the Chapter on Primary Education that Kannada for the non-Kannada pupils should be provided for in the last four classes of the Primary School. It may be mentioned in this connection that the Central Advisory Board of Education have recommended a similar provision. Kannada under group (*b*) in the Secondary Schools will therefore be a continuation of the study of this language with the same objective as in the Primary Schools. A necessary condition will be that students taking Kannada under (*a*) will be precluded from taking it also under (*b*).

As long ago as 1929, Hindi was, with great foresight, included among the second languages and later as an additional language in the High Schools, the reason as stated then being that "Hindi, the language which links South India with the North is destined to play a very prominent part in the future of Indian life". In 1949, Hindi was made a compulsory subject of study in all High Schools, a pass in this language being required for promotion from class to class; but it was not prescribed as a subject for the S.S.L.C. Examination as it was considered that this would make the burden of languages too heavy under the existing scheme. We have considered with care the question of making Hindi compulsory for all pupils. But in this event, the non-Kannada pupils would have to learn as many as four languages, *viz.*, the mother-tongue, Kannada—the Regional language, English and Hindi. This would mean a heavy burden and an unequal one as compared to the Kannada speaking pupils who

would have to learn three languages, *viz.*, the mother-tongue, Hindi and English. We, therefore, recommend that for the non-Kannada pupils an option should be given to take either Kannada or Hindi under this group, all the Kannada speaking pupils having to take Hindi. The large majority of pupils being those whose mother-tongue is Kannada, the large majority too in Mysore will thus be learning Hindi. Besides, there may be a good number of non-Kannada pupils who may take their own mother-tongue under (*a*) and who, having picked up sufficient Kannada from association or self-study to follow instruction in the medium of the Regional language, may choose to study Hindi under (*b*). A defect in this recommendation was pointed out to be that, under the proposed scheme, every non-Kannadiga would not be in a position to study the Federal language. But in a country like ours the claims of the languages are many: Regional language, mother-tongue, Federal language, International language and so forth. This being the case, we consider that our practical endeavour should be to devise a language scheme which will suit as large a majority of the pupils as possible and we venture to think that the scheme of languages recommended by us will satisfy the requirements of over 95 per cent of the population in Mysore.

(*c*) *English.*—Whatever might have been the attitude towards English in the pre-independence days and immediately after, there has been marked unanimity in the desire for the study of English. "Now that the English have gone, we want English to stay" seems to indicate the present attitude towards English. We do not think it necessary here, to dilate upon the importance of English. Suffice it to say that English is becoming a world language holding the key to the vast progress that has been made in the modern age in the scientific and other fields, and that in these days when ideas of world federation and international co-operation in the spheres which concern human life intimately—social, cultural and economic—are developing, a knowledge of English becomes essential, if we are to keep ourselves in the vanguard of progress. We are, therefore, of the view that the position of English should not be impaired in the educational reorganization. At present, the study of English commences in the V Year of education and we have recommended in Chapter III that it should continue to do so.

The objectives may be defined as (*a*) the comprehension of simple, spoken and written English and (*b*) the ability to express the ordinary experiences of life in simple, spoken and written English. In the Senior or Intermediate stage, relatively greater importance should be given to English and an attempt made there to introduce the student to the rich literature of this language.

(*d*) *History, Geography and Moral Instruction including Civics.*—These subjects belong to the sphere of the "Social Studies", a term which is now very widely used with reference to school curricula.

It is a truism to say that "education for life in an organised society is essential for the well-being of the State". The "Social Studies" besides helping the student to reach the goal of general education, which every subject of the curriculum does in varying degree, will have a special contribution to make to civic education owing to their more immediate relationship to it than the other subjects of the Secondary Education Curriculum.

History which has been a traditional subject of study in our schools furnishes a basis for all Social Studies. To become good citizens we must understand the events and the forces which have shaped the times in which we are now living. History is, therefore, to be approached as a method of understanding the present. Instead of the treatment of History by way of a chronological narrative of reigns and wars, it should deal, in a manner appropriate to each stage, with broad cultural, political and economic movements and with outstanding personalities who have shaped the course of History. The teaching of History should be such as to promote an attitude of peace, tolerance and understanding among the people.

Every student must, of course, go through a course of Indian History, including the institutions and ideas which reflect the traditions of Indian culture and life. But forces and events even far outside the borders of India have had their repurcussions on our own present. The course in History should therefore include an outline of World History with reference to broad tendencies in the development of modern civilization.

The study of History should go side by side with the study of Geography. In the earlier years, the natural interests of children centre round people in other parts their dress, habits and customs rather than the physical aspects of countries. The importance of geographical factors in the development of our relationships with other countries in commerce, business and cultural contacts must be stressed. Physical Geography has not much appeal, except through the study, by practical field work and observation, of the Physical Geography of one's own area which must be made a part of the course. The influence of geographical environment on human life must receive due emphasis. Geography has many points of contact with Science and climate, the weather, the seasons and their effect on crops, etc., and must be studied in co-ordination with Science. Some amount of practical work such as maintaining weather records, preparation of charts from actual observation and study must be included.

The Education Department has a Visual Education branch and we recommend that this branch should be made full use of for the provision of visual aids for the teaching of Geography.

Though the shaping of the future citizens takes place in the home, in the playground and to a large extent in the environment in which the pupils move outside the school, yet the school has its own responsibility in promoting the kind of citizenship that modern India needs. This is true not only of education for citizenship but also of moral education. In fact, moral education cannot be divorced from civic education, for no person can be a good citizen unless he is moral.

The aim of Moral and Civic training should be the education of the children into becoming socially useful and efficient citizens of our democratic country, brought up in such a way as to develop the highest ideals of Indian citizenship. In Civics, the curriculum should deal with rights and, even more important than rights, with civic duties. The governance of the country may be taught in the broadcast outline at first and in the later stages, the pupils may be made conversant with the machinery of democratic government.

Emphasis should be laid on activities and the practice of moral and civic virtues rather than the more acquisition of knowledge about them. The first subject in the list of subjects of the curriculum of the present Middle Schools is Moral Instruction, but this is one of the most sadly neglected of subjects. In the new set up of school work a real place should be given to the organization of activities intended to promote the civic and moral sense and their supplementation by well devised Moral Instruction. We commend for the consideration of teachers the suggestions appended to the present syllabus of Moral Instruction for the Middle Schools.

(*e*) *General Mathematics.*—In Mathematics, there should be a change from purely theoretical ideas and the doing of sums as such, to a more practical treatment of the subject as a tool of use in the daily life of the vast majority of people. The course should include Arithmetic, simple statistics and various methods of graphical representation, Geometry made concrete by its applications to heights and distances and mapping, study of solids, shapes and symmetry ; and Algebra as a symbolical method of representing quantitative facts. Demonstrative Geometry may be introduced in the later years of the course to help pupils to learn to reason deductively, and to develop their ability in devising and assessing the value of logical argument.

(*f*) *General Science.*—The study of Science must begin with an observation of the physical environment. During nature rambles and outdoor work, students must be taught methods of precise observation and habits of sensing and stating the problems that occur. These problems must be then studied in the class room. These occasions must be made use of to collect specimens available in the locality, to preserve, classify and exhibit them.

Practical work in the Laboratory, for all students, is out of question considering the number of pupils to be served. A mere repetion of experiments already demonstrated by the teacher serves no useful purpose. The teacher should, by well devised experiments, help to develop habits of accurate observation, a correct formulation of issues involved, and a scientific approach for their solution. Students may, however, be encouraged to carry

out some simple experiments, more in the nature of activities than in the manner of experiments in the laboratory, such as constructing a simple hydrometer, growing crystals, making a Kaleidoscope, observing the direction of the wind, etc.

We recommend the Problem Method of teaching Science. The problems that students come across in the environment must be the starting point of teaching Science. The common man is not generally interested in knowing the fundamentals but he wants to know how to use a particular appliance or how a thing happens. The attitude of wonder and curiosity must be kept alive by solving the problem directly and incidentally teaching the fundamental principles.

(*b*) *Vocational.*

20. For reasons which have been already stated we recommend that the traditional academic subjects may be removed from the optional group of subjects and that this group should consist hereafter of craft or vocational subjects. This was proposed by the Education Department in 1942. There has been considerable debate as to whether this should be called the " vocational group " or the " craft group ". The object of having this group being the fitting up of the pupils to take up an occupation in life we suggest that the term " vocational group " be used to signify this part of the studies at the Secondary Education stage.

21. There has been considerable discussion as to the extent to which vocational subjects should be introduced in the General Education scheme, whether the objective should be the giving of a mere " bias " or " trend " or whether the vocational training imparted should be more serious and intensive, aiming at a fair standard of vocational competence to fit the pupils for an occupation. On the one hand, it was argued that the provision of vocational subjects should not result in the diminution of the cultural value of the course or its value as a preparatory course for the University. On the other hand, the argument was put forward that a rigid distinction between general and vocational education should not be made and

that unless vocational education was such as to give the pupil a sufficient enough standard of proficiency and produced a feeling of self-confidence, people would lose faith in the training attempted. We are generally in agreement with the latter view. While we agree that the cultural value of the course must always be safeguarded, we are also of the opinion that the purpose of the vocational subjects must not be superficial study but serious and purposeful work. Taking all factors into consideration, we recommend that the time allotted to the general and the vocational subjects should be in the ratio 3 : 1 in the general schools and in the ratio 1 : 3 in the technical schools.

22. The treatment of the vocational subjects should not be narrow. As much of the Sciences and the Arts (as the case may be) as possible should be included, carrying forward an essential principle of Basic Education. Such a treatment provides for correlation between general and vocational studies and tends to break down the barriers of distinction between them.

23. (*a*) We consider that the organization of the vocational subjects should be such as to give the pupils a basic training for entering a broad group of occupations rather than to give specialised training in a particular branch in the group. On this principle we would divide the subjects into broad groups corresponding to the main lines of human activity. We would say, however, that no rigidity should be attached to these groupings but that suitable adjustments should be made in the light of the actual working of the scheme.

(i) *Textile group.*—Spinning, Weaving, Dyeing and Designing.

(ii) *Industrial group.*—(*a*) Carpentry, Smithy, Foundry, Turner and Fitter's work, (*b*) Composing, Printing, and Binding, (*c*) Mensuration, Surveying and Draughtsmanship, (*d*) Plumbing and Sanitation.

(iii) *Agricultural group.*—Gardening, Dairying, Poultry Farming and Sericulture.

(iv) *Commercial group.*—Typewriting, Book-keeping, Accountancy, Salesmanship and Practice of Commerce.

(v) *Education.*

(vi) *Household Arts group.*—(*a*) Cookery, Needlework, Laundry and Nursing. (*b*) Tailoring.

(vii) *Fine Arts Group.*—Drawing and Painting, or Music, or Dancing and Music.

(viii) *Training in specialised concerns in the locality* such as Mining, Cement, Hospital Nursing, Pharmacy, Sericulture, and in the manufacture of paper, sugar, cement, etc.

(*b*) At the primary stage, Drawing would have been learnt by the pupils not as a formal subject but as a natural mode of expression of ideas in lines and colours. They would be accustomed to the use of the pencil or crayon for the delineation of simple objects and for drawing simple diagrams. Provision for Drawing should be made in the secondary stage for two distinct objects—the artistic and the utilitarian. On the artistic side, Drawing is a mode of self-expression and appreciation. On the utilitarian side, it becomes a necessary part of the curriculum, in subjects like Wood-work and Metal-work, Surveying and Mensuration, Science, Geography, etc. We recommend that a course in Drawing should be given to all the pupils along with the subject of their choice in the vocational group.

24. We are aware that opinion has been expressed to the effect that, placed as our High Schools are in regard to financial resources and facilities for expansion, few of them will be in a position to provide instruction in such crafts as Weaving, Smithy, etc., so as to equip the pupil to the point of technical competence. It must be stated in this connection that it would be impossible to provide for all subjects in all schools ; the preparatory vocational courses could only be provided with due regard to the programmes available in Technical Institutions, opportunities for employment and the interests and aptitudes of the pupils. But the diversification of studies has been a longstanding problem demanding a remedy, and drastic reforms are now called for.

25. The proposal to consider training in specialised concerns as equivalent to a course given by the school autho-

rities has come in for some criticism on the ground that discipline would be endangered by divided authority and jurisdiction. But the reason behind the proposal must be kept in mind. For a long time to come it may not be possible for every school to provide for technical or vocational training and every facility would, therefore, have to be utilised for making a success of the scheme of diversified studies. In fact, one of the terms of reference to us has been to examine the existing facilities for vocational education and the possibility of their utilization in the programme of diversification of studies in the general schools. We have, therefore, suggested under the Chapter on Technical and Vocational Education that industries should be compelled to participate in co-operative programmes as an additional resource to enable the scheme of diversification being carried out with success. We do hope that industries will gladly co-operate with the educational authorities and that there would be no room for any friction whatsoever. Co-operative traditions must be built up to carry out programmes of this dimension and importance.

(c) *Manual Labour, Social Service, Athletics and Games, and other activities.*

26. Education does not wholly consist in the acquiring of knowledge through study or of skills through vocational activity. There is a large area of education beyond these, which has hitherto received but little attention, *viz.*, that part of education which enables the individual to utilise his powers, both physical and mental, for an ideal higher than the self—for the service of one's neighbour and for man in general. This aspect of our education was stressed in a most striking manner by one of the great leaders of modern free India, Sri C. Rajagopalachari, in his Convocation Address to the Mysore University three years ago. "It is a mistake to think that the human mechanism of thinking receives adequate educational help through studies only. Manual work is of the greatest importance in any scheme of education. The adventure of constructive work in a free country aspiring to do well should be no less attractive to youth than the call of independence was during the national struggle. Every department of life in free India

requires sacrifice and a spirit of service. There is great work before our young men and women to which the new status of our country calls them in every station or rank in life". These words express the philosophy of Indian Education arising out of the Gandhian tradition. Our educational re-organization will be incomplete and unsatisfactory if it does not provide for the transmission of this philosophy to the sphere of the actual work of the schools.

27. One of the terms of reference to the Committee has been "to suggest practical methods, for adoption in schools, by means of which manual labour and social service are recognised as essential factors in the educative process". The inclusion of practical subjects requiring manual labour in the general scheme of education which has been adumbrated in the preceding paragraphs, will inculcate a sense of the dignity of labour and thus make for a great educative factor. We are of the opinion that besides this provision for manual work, opportunities for constructive labour and social work should be created in order to give a proper direction to youthful energies and to harness them in the service of the country.

28. Some activities suitable for students have been suggested by the Central Ministry of Education, such as (1) Preparing of compost pits, (2) Improving Village roads, drains and houses, (3) Improving school buildings and grounds, (4) Construction of irrigation channels from water reservoirs to fields and improving drinking water supply. The Ministry have suggested that students should do this kind of work twice a year for about a fortnight each time.

29. The Forest Department of Mysore have stated that work which would be educative and for which that Department would pay according to scheduled rates, could be arranged for the benefit of students in respect of the following minor forest operations: (1) Pitting (2) Planting, (3) Hoeing round plants, (4) Weeding, (5) Sowing on trench mounds, etc. These operations would have to take place generally between June and October in the Malnad and August and September in the Maidan. These activities, while creating a love of

forests and nature among the students, will also help to promote forest wealth.

30. The Engineering Department of Mysore have also expressed the opinion that useful work which could be done by students could be provided by the Department on conditions similar to those suggested by the Forest Department. They have suggested the following items: (1) Removing jungle growth on tank bunds, (2) Desilting or excavating tank beds and putting the earth so removed to the bund; turfing the slopes, (3) Clearing jungle growth and silt in the channels and putting the earth so removed to the soil bank and forming it, (4) Petty repairs to road surfaces by using the material collected on the road side or from the fields.

31. We recommend that work, such as the above, be organised in student camps as an integral part of school work. These camps should be made enjoyable by the provision of recreational activities and the organization of the camps should be such that students would feel the whole thing as a sort of an adventure.

32. Besides manual work of the kind mentioned above, there is a wide field of social work to which students' energies may be directed by proper organization and guidance. Jathras and Melas, Relief work, Work in the hospitals, Adult education, etc., offer opportunities for Social Service. Student effort must be directed to these fields of service during the period when idealism has a great influence on their minds.

33. We have, in Chapter VIII, suggested that existing agencies like the Bharat Seva Dal, the Bharat Scouts and Guides must be utilised to organise student effort in the spheres of Manual Work and Social Service.

34. We are aware that objections may be raised that work of the kind mentioned above, will smack of exploitation of youth and put upon them burdens which they cannot bear. We agree that these should be guarded against. We have already indicated the lines on which we consider that the activities should be organised by saying that the whole thing must be a sort of adventure to the students.

35. The value of Health and Extra-Curricular Activities needs no emphasis. "The human body must be healthy, fit for work, and be able to carry out the purposes of the mind". Extra-curricular activities give colour and tone to school life and give scope for the healthy diversion of the interests and energies of students.

36. We recommend that activities providing for Manual Labour, Social Service, Athletics and Games, and other activities should be organised so as to be an integral part of school work and an essential element in our education. We further recommend that, besides the two groups of general subjects and vocational subjects, a third group should be devised to complete the High School Certificate and that in this part credit should be given for the activities mentioned above. This is a new field and steps should be taken to devise proper records of the activities and work and proper standards for their assessment.

VIII. The Curriculum in the Senior (Intermediate) Stage.

37. The end of the Junior or High School stage of Secondary Education would mark the completion of formal schooling in the case of many pupils. Some would enter the technical courses which, (*vide* chapter on Technical Education) we propose, should be provided as post-High School courses. The rest would join the Intermediate. While, according to our recommendations, a common education should be provided up to this stage, we are of opinion that at the Intermediate stage there should be a branching off of courses leading to the University and of courses taking up the education to a higher terminal point in technical institutes. We recommend, therefore, the following curriculum for the Intermediate :—

Group A.—As at the Junior or High School stage, (1) Mother-tongue or Samskrita, (2) Kannada or Hindi and (3) English.

and one of the following groups :—

Group B.—(1) Any three of the following subjects—Physics, Chemistry, Mathematics, Botany, Zoology, Geology, Statistics.

Or

(2) Any three of the following subjects—History, Geography, Logic, Economics, Politics, Statistics.

Group C.—Vocational subjects, as at the Junior or High School stage.

Students desiring to enter the University will take the Groups (A) and (B), while those who wish to continue their education in higher technical courses will take the Groups (A) and (C).

IX. Board of Intermediate and High School Education.

38. The recommendation to bring together the present Intermediate and Secondary stages of education as an independent educational stage will require the setting up of an agency to organise, administer and supervise this newly constituted grade of education. We have discussed questions relating to its formation in Chapter VI.

X. Medium of Instruction.

39. The question of the medium of instruction has been a thorny problem, but the general agreement that appeared to us to have been reached in our country in regard to many points hitherto at issue made our task easier. There was general agreement in our discussions that the medium of instruction at the Primary stage should be the mother-tongue of the pupils and that at the Secondary stage it should be the Regional Language Kannada, in Mysore. We have recommended that facilities should be provided for the learning of Kannada by the Non-Kannadigas—this point has already been touched upon by us.

The recommendations of the Central Advisory Board of Education have also been on the same lines.

40. Doubts and anxieties have been expressed about the future of the Anglo-Indian schools which have been teaching through the medium of English, if the policy of the Regional Language as the medium of instruction were to become a universal, unexceptionable policy. We are of the opinion that the change-over to the new pattern should not by any means be allowed to create hardships so that all schools may fall into the general pattern smoothly, and gradually.

41. A recommendation of the Central Advisory Board of Education that, where the numbers warrant, especially in metropolitan areas, schools offering instruction in the medium of a language other than the regional language should be recognised, has received our earnest consideration. We are of the general view that statutory provision of exceptions to the general policy would create administrative difficulties which might render the reformed scheme unworkable. When reforms of this importance and magnitude covering the whole field of education are to be implemented, there will have to be a review after a certain period and we consider that the safeguards which we have envisaged above would be adequate for the present.

42. A plea for teaching the subjects of Science through the medium of English, and the Arts subjects either through the medium of English or the regional language, at all stages of education, has also received our serious consideration. This, however, has not commended itself to us.

43. Considering that the Intermediate and the High School are to form a single unit to be brought together under Secondary Education, we are strongly of the opinion that the regional language should be made the medium of instruction at the Intermediate stage also. This would be a logical sequence to the language policy adopted at the lower stage. But on surveying the position of books in the regional language we feel that the preparation of good books should be undertaken immediately as a condition precedent to the introduction of the Kannada medium. Just as a teacher is required to know much more than what he has actually to teach, we must have many more books in the regional language than mere text-books. Having indicated the policy which we consider desirable, we trust that speedy steps will be taken to implement that policy.

XI. Hours of work in the Schools.

We recommend that the daily work of the schools should comprise of two sessions, the morning session, and the

afternoon session, devoted to extra-curricular activities. The reason for the revision of the prevailing hours of work, *viz.*, 11 A.M. to 4-30 P.M. is that school work is best done in the morning hours and that the present system does not give adequate scope for extra-curricular activities. We recommend that the hours of work at school be as follows :—

8 A.M. to 10-30 A.M.—3 periods of 50 minutes each.

10-30 A.M. to 11 A.M.—Interval.

11 A.M. to 12-30 P.M.—2 periods of 45 minutes each.

The afternoon session should be of 1½ hours' duration commencing not earlier than 3 hours after the close of the morning session. This session should be devoted to extra-curricular activities. Attendance at both sessions should be compulsory, allowing only for special exemptions in the case of the second session in respect of pupils who live far away from school. But even in their case, attempts should be made to provide a mid-day meal so that everybody may take part in the full life of the school. This aspect of the problem has been dealt with in Chapter VIII.

XII. Allocation of periods among the several subjects.

44. The allocation of periods among the subjects has not been an easy task as the claims of each subject have been many and various. After deep and careful consideration, the Committee have arrived at the following division of time :—

Periods per week.

Class	Mother-tongue	Kannada or Hindi	English	History, Geography, Moral Instruction including Civics	General Science	General Mathematics	Vocational subjects
I ..	5	3	4	4	3	3	8
II ..	4	2	4	4	4	4	8
III ..	4	2	3	4	5	5	7
IV ..	4	2	3	4	5	5	7

XIII. Examinations.

45. Under the new organization of a Primary course of 6 years and a Secondary course of another 6 years carried

on in two stages, the present "Middle School" stage will lose its entity. The Middle School Examination which is a Public Examination will automatically disappear. Its abolition has been urged on the grounds that a Public Examination at the early age of the candidates, *viz.*, 11-13 would be too much of a physical and psychological strain and that the Public Examination tends to make the work of the school mostly a preparation for this examination. On the other hand, the main argument for the retention of this examination has been that it is a qualification test for employment. But now-a-days, owing to large numbers taking to High School education, the Middle School Examination has practically ceased to be a qualifying examination for employment, the minimum qualification for the Lower Division of clerkships having recently been made the S.S.L.C. Only, for recruitment as Primary School teachers, the Middle School Examination continues to be the minimum general educational qualification. But in accordance with our recommendations under Teacher Training, even this is to be raised to the S.S.L.C. standard. The case for the retention of this examination thus loses all ground. No separate recommendation for its abolition is necessary as it is a natural consequence of the re-oragnisation of the Primary and the Secondary Education courses.

46. We are of the opinion that, as heretofore, there should be a Public Examination at the end of the High School stage and another at the end of the Intermediate stage. At the end of each of these stages, there will be a branching off and screening and, therefore, a Public Examination will be necessary at each stage. Moreover, our intention is that the standards of achievement at the end of each of these stages should correspond to those at similar stages elsewhere and this consideration would point to the desirability of having the two Public Examinations.

47. The question of reform of the examination system has been dealt with in greater detail in the Chapters on Teacher Training and on Education and Employment. In these Chapters methods of improving the examinations have been recommended and new methods of selection to courses and employment suggested.

XIV. Standards of School work.

48. We note with great concern the steady lowering of standards of work that has been taking place in the schools. Elsewhere, we have suggested measures for raising the qualifications of teachers, and for improving the conditions of their service and training. But these by themselves will not go far; everything depends upon the personality of the teacher himself, his sense of mission and purpose. Much also depends on the attitude of society towards teaching profession. These are inter-related factors. Suggestions of a categorical nature for the improvement of standards may not have much value, for there is something indefinable in standards. We, however, earnestly desire that a watchful and steady eye should be kept on standards in the working of the re-organised scheme.

49. We have noted the tendency to lower the minima for promotion from class to class as a result of the clamour of short-sighted people who do not realise the real implications and far-reaching effects of such moves. We recommend that a uniform minimum of 35 per cent in each subject should be insisted upon for class promotions. We are aware that a minimum by itself does not stand for much, and that the remedy lies not in the fixing of the minima but in the improvement of the quality of work throughout school. We have, however, made this recommendation in the hope that to some extent at least, it will raise the standard of work in our schools.

XV. Establishment of a Bureau of Education.

50. Text-books for all grades of education have to be improved and much has to be done to reform our methods of examination and selection. These are problems having reference to all grades of education and not merely to Secondary Education. But Secondary Education is the stage at which the diverse aptitudes and interests of students show themselves. There is much room for investigation and research in this grade of education. We recommend that a Bureau of Education be established under the Department of Public Instruction with two branches in the Training Colleges, devoting themselves to educational investigation and research and

to work connected with syllabuses, test materials and text-books prepared on up-to-date and scientific lines.

XVI. Experimental Schools.

51. It was strongly urged that as part of the reform in education, six experimental schools should be started, two of the Sabarmati type, two of the Tuskegee type and two completely residential schools for the purpose of trying out all the latest ideas in education, because all advances in education are due mainly to experimental schools.

XVII. Financial Estimates.

52. We have estimated the cost of providing Vocational Education in the Secondary stage of education at Rs. 1.17 crores non-recurring, and Rs. 43.2 lakhs recurring, per annum. We wish to point out however, that as the major portion of the non-recurring expenditure would consist of the cost of land for Agricultural Education, there might be a considerable saving in this estimate if all available Government land is made use of, if lands are taken on lease and if a drive for public philanthropy for gifts of land is initiated. Further, if the facilities for Vocational Education are provided in central places to serve a number of schools, some more savings may accrue. The estimate given above is only a very rough one. More accurate estimates will only be possible after conducting a detailed survey of the facilities available in each locality.

We recommend that on financial considerations, the costs as estimated may be spread over a number of years to bring the scheme within the limits of practicability.

The total cost on Secondary Education would be the present budget provision for Middle Schools, High Schools and Intermediate Classes plus the cost of Vocational Education given above. The Committee estimate that the savings resulting from the transfer of the first two years of the Middle School to the Primary School and from the reduction of the entire course by a year would be required for appointing graduate teachers for all the classes of the Secondary Schools, for reducing the size of the classes to limits which will ensure efficiency, and for the improvement of quality in other essential respects.

Chapter V.

TECHNICAL AND VOCATIONAL EDUCATION.

I. The Concept of Technical Education.

1. A very great change has come over recently in the advanced countries of the world and notably in America and in England in regard to the conception of education. Technical and Vocational training have a great humanistic value inasmuch as their object is service to society through self-help and the capacity for helpfulness. As a result of this, a more liberal introduction of cultural subjects (humanities) is in evidence in Engineering and Technological Courses, sometimes even at the sacrifice of some amount of technical knowledge. In these days of international competition, the promotion of industrial and commercial efficiency of the people of the State should be regarded as the primary object of any educational system.

2. It is hardly necessary to emphasize the defects of a purely literary education. As far back as 1910, the Royal Commission on Industrial Education appointed by the Government of Canada expressed the view that it is important that, from 12 years of age and onwards the general and cultural education should include adequate vocational and technical training as it would give the student a course of experiences with special reference to the requirements of the workers in industries, agriculture, commerce, transport, mining and other occupations.

3. The following paragraphs reproduced from the report of the Massachusetts Commission on Industrial Education would be of great value in this context :—

"The industries of Massachusetts need, in addition to the general intelligence furnished by the Public School system, and the skill gained in the narrow field of sub-divided labour, a broader training in the principles of the trades and a finer culture in taste as applied to material, workmanship and design. Whatever may be the cost of such training, the failure to furnish it would, in the end, be more costly.

"The State needs a wider diffusion of industrial intelligence as foundation for the highest technical success, and this can be acquired only in connection with the general system of education in which it should enter as an integral from the beginning.

"The investigation has shown the increasing necessity for a woman to enter the industrial world for the sake of self-support, and hence, that she should be prepared to earn a respectable living wage, and at the same time, that the attempt should be made to fit her so that she can and will enter those industries which are most closely allied to the home.

"The investigation has shown that the Vocation in which all other women's vocations have their root namely, the care of the home has been overlooked in the modern system of education. In order that the industrial life of the Community may be vigorous and progressive, the house keepers need to be instructed in the laws of sanitation, in the purchase, perparation and care of foods and in the care of children, that the home may be a home and not merely a house."

4. The Commission recommended that cities, towns and villages should modify the work in Primary Schools so as to include for boys and girls, instruction and practice in the elements of productive industry, including agriculture and the mechanical and domestic arts, and that this instruction be of such a character as to secure from it the highest cultural as well as the highest industrial value. What was true of the conditions in America 40 years ago may be said to be true of Mysore to-day.

5. In respect of the age at which regular Vocational and Technical training should be commenced, the practice and precedents of foreign countries are worth noting. In England, it is from 12 to 14 years of age in what are called Elementary institutions corresponding to our Middle School grades. The London Technical Day School minimum age is 12 years, Liverpool Technical Day School minimum age not less than 13, Scotland 12 to 14, France 12 to 13, Switzerland generally 14 and Berne 14.

6. Against this background, it may be of interest to take stock of the present position in Mysore.

II. Existing Facilities.

7. There are a number of Technical Institutions in Mysore which may be broadly classified as (*a*) Professional Institutions, (*b*) Industrial Institutions, (*c*) Agricultural Institutions, (*d*) Commercial Institutions and

(*e*) Teacher Training Institutions. The State has been spending nearly Rs. 45.00 lakhs for Technical Education at present. This constitutes 13.3 per cent of the total expenditure on education, as indicated below :—

		Rs.
(*a*) Professional Institutions	..	17,97,320
(*b*) Industrial Institutions—		
(i) Institutes	..	16,87,200
(ii) Schools	..	3,58,900
(*c*) Agricultural Institutions—		
(i) Institutes	..	12,400
(ii) Schools	..	53,200
(*d*) Commercial Institutions	..	22,322
(*e*) Teacher Training Institutions	..	5,56,500
(*f*) Vocational School for Women	..	13,400
Total	..	45,01,242

8. There are many professional colleges offering courses leading to degrees in Engineering, Medicine, Commerce, Agriculture and Law admitting students who have passed the Intermediate examinations, except in the last case in which a University degree is required for admission. Some of these institutions are under the direct control of the University, while a few of the recently opened institutions are under the control of the Government, which it exercises through committees of management. The latter institutions are all affiliated to the University of Mysore. The few private managed institutions in the State are also affiliated to the University.

9. The Government Engineering College was founded in the year 1917 as one of the constituent colleges of the University of Mysore for the purpose of training Civil, Electrical and Mechanical Engineers. It offers a four-

year course leading to the Bachelor's Degree in Engineering. The College admits 200 students each year. The B. M. Sreenivasiah College of Engineering was started in 1946 and admits nearly 160 students each year. The Government Engineering College at Davangere and the National Institute of Engineering in Mysore are of recent origin and are training students in Civil Engineering only.

10. The Medical College was first started in Bangalore in the year 1924 and later shifted to Mysore in 1929. It offers a five-year course leading to the M.B.B.S. degree and each year 80 students are being admitted. The Medical School was established in 1917 as a constituent institution of the University of Mysore. This School offers a four-year course leading to the Licentiate in Medical Practice. Each year 120 students are admitted to the school.

11. A Commerce Course was one of the first to be introduced in the Mysore University but it was abolished after a few years. In 1940, it was revived by establishing a Department of Commerce at the Central College, Bangalore. Later, in 1948, a separate College of Commerce under the control of the University was opened.

12. The Government Law College in Bangalore was opened in 1948. The Government exercises direct control over this institution through a Committee of Management, while control over academic matters vests with the University. The Law College admits only graduates and 60 students are admitted every year.

13. The Agricultural College is located at Hebbal. This College was started in 1946 and is run by the Department of Agriculture. It is affiliated to the University of Mysore and offers a three-year course leading to the Bachelor's Degree in Agriculture.

14. The Technological Institute in Bangalore may be regarded as a Monotechnic specialising in Textile studies. This institution is managed by a Committee of Management and offers a three-year course leading to a Degree. In the same institution, a three-year Diploma course and a one-year Artisan Certificate course are offered. The institution is affiliated to the University of Mysore and

the academic control for the degree course is exercised by the University.

15. There are a number of Technical Institutes in the State training students for highly skilled or supervisory jobs, as for example, the Engineering School and the Sri Jayachamarajendra Occupational Institute in Bangalore. Generally, students who pass the S.S.L.C. Examination are admitted to these institutions and a three-year course leading to a Diploma is offered in them. The demand for admission to these institutes has increased enormously and the Government have started four more institutions, at Chintamani, Davangere, Bhadravati and Hassan, and one more is to be opened shortly at Mysore. Students who pass out of these institutions find ready employment in the several industries of the State and outside.

16. The Industrial Schools, mostly located either in District or Taluk headquarters are nine in number. These schools prepare boys for skilled occupations, mostly for indigenous industries. Literate boys are admitted to these schools and are paid a small stipend during their training period. But these schools have not have had a successful career even to this day.

17. There are a number of Commercial Schools in the State managed by private agencies. Most of them receive grant-in-aid from the Department of Public Instruction. They are required to maintain certain standards if they are to get recognition by the Department. The syllabuses are prescribed by the Department and the annual examinations are conducted by the Board of Commercial studies.

18. As regards Agriculture, the State has one school at Hebbal admitting students passing out of Secondary Schools and three Kannada Agricultural Schools training farmers.

19. One of the complaints against the system of Technical Education obtaining at present in Mysore is that there exists no real partnership between Education and Industry. This leads to inadequacy in the number of skilled craftsmen and a check on industrial

advancement. A good deal of creative intelligence is thus wasted in merely academic channels. Having regard to the industrial potential of the State, there will be an increasing demand for skilled artisans, trained technicians, and experienced research workers, if the pace of industrial development is maintained according to a pre-determined plan. Increased facilities have, therefore, to be provided for technical education in schools and colleges and the very structure modified to suit changing conditions.

A list of Technical Institutions in the State is given below :—

TECHNICAL INSTITUTIONS.

Sl. No.	Name of Institution	Courses	Duration in years	Minimum qualification	Award
1.	Engineering School, Bangalore.	1. Diploma in Civil Engineering.	3	S.S.L.C. (E.C.&P.S.)	Diploma
		2. Diploma in Mechanical Engineering.	3	do	do
		3. Diploma in Electrical Engineering.	3	do	do
		4. Certificate courses	2	V Form	Certificate
2.	Sri Jayachamarajendra Occupational Institute, Bangalore.	1. Mechanical Engineering (General)	3	S.S.L.C. (E.C.&P.S.)	Diploma
		2. M.E. (Instrument Mechanics).	3	do	do
		3. M.E. (Boilers and Eng.)	3	do	do
		4. M.E. (Automobile Eng.)	3	do	do
		5. M.E. (Mechinists)	3	do	do
		6. M.E. (Sheet Metal and Welding Tech.)	3	do	do
		7. Civil Engineering (Construction and Draught.)	3	do	do
		8. Civil Engineering (San. Eng.)	3	do	do
		9. Electrical Engineering (Gen.)	3	do	do
		10. Sound Engineering.	3	do	do

TECHNICAL INSTITUTIONS (*contd*).

Sl. No.	Name of Institution	Courses	Duration in years	Minimum qualification	Award
		11. Radio Engineering.	3	S.S.L.C. (E.C.&P.S.)	Diploma
		12. Cinematography	3	do	do
		13. Printing Technology.	3	do	do
		14. Mining ..	3	do	do
		15. Ceramics ..	3	do	do
		16. Tailoring ..	2	M.S.	Certificate in Tailoring.
		17. Wireman ..	1	V Form	Artisan Certificate
		18. Radio Mechanic	1	..	do
		19. Cinema Operator	1	..	do
		20. Auto Mechanic ..	1	..	do
3.	Sree Krishnarajendra Technological Institute, Bangalore.	1. Diploma in Textile Technology (Weaving).	3	S.S.L.C. (E.C.&P.S.)	Diploma
4.	Occupational Institute, Chintamani.	1. C.E. (Const. and Draught.)	3	do	do
		2. E.E. (General) ..	3	do	do
5.	Occupational Institute, Hassan.	1. M.E. (Machine Tools).	3	do	do
		2. E.E. (General) ..	3	do	do
		3. C.E. (C. & D.) ..	3	do	do
6.	Occupational Institute, Davangere.	1. Chemical Tech. (Soaps and Oils).	3	do	do
		2. E.E. (General) ..	3	do	do
		3. C.E. (C. & D.) ..	3	do	do
		4. M.E. (General) ..	3	do	do
		5. Tailoring ..	1	M.S. Course	Artisan Certificate
7.	Silver Jubilee Technical School, Bhadravati.	Mechanical Engineering.	3	S.S.L.C. (E.C. & P.S.).	Diploma
		Mechanical Engineering (Fitter and Turner).	2	S.S.L.C. (Course).	Certificate
8.	National Institute of Engineering.	Civil Engineering (General).	3	S.S.L.C. (E.C. & P.S.)	Diploma

TECHNICAL INSTITUTIONS (*concld*).

Sl. No.	Name of Institution	Courses	Duration in years	Minimum qualification	Award
9.	Occupational Institute, Mysore.	(Under consideration).			
	Industrial Schools :—				
1.	Chamarajendra Technical Institute, Mysore.	1. Smithy ..	3	..	..
		2. Carpentry Cabinet work.	5	..	..
		3. Fitters ..	3	I Year Middle School, 12 years and above.	Certificate in respective courses.
		4. Metal Works ..	5	..	..
		5. Sandal Wood Carving. ..	5	..	..
		6. Wood Carving ..	5	..	..
		7. Engraving and Enamelling.	5	..	..
		8. Rattan Work ..	3	..	..
		9. Painting and Fine Arts.	5	..	..
		10. Modelling ..	5	..	..
		11. Inlay ..	5	..	..
2.	District Industrial Schools (Four).	1. Carpentry ..	3	..	..
		2. Smithy and Fitter	3	..	..
3.	Taluk Industrial Schools (Three).	3. Rattan and Bamboo Work.	3	Literacy	Certificate
		4. Steel Metal Work.	3	..	..
		5. Lacquerware and Toy Manufacture.	3	..	..
		6. Sandal Wood Carving.	3		
		7. Leather Work ..	3		Certificate
4.	Weaving Schools (Two).	Weaving ..	3		do
5.	Vocational Institute for Women (One).	..	..	..	..
6.	Industrial School for Girls (One).	.. 1. Tailoring, 2. Embroidery 3. Knitting		Literacy	Certificate

III. Scope of the Recommendations.

20. The proposals contained in this Section are classified under the following heads, *viz.* :—

(*a*) To devise a system of Technical Education for various grades of Technical Education.

(*b*) To prescribe standards conforming to the specifications of the All-India Council of Technical Education.

(*c*) To propose measures for taxing industry and trade by legislation, if necessary, for raising additional funds for Technical Education.

(*d*) To devise a scheme of administration for unified control and central guidance.

21. The following reports and documents were consulted in the course of our deliberations :—

Bureau of Education—Government of India.—

1. Report on Vocational Education in India—Abbot and Wood—1937.
2. Post-War Educational Development in India—1944.
3. Development of Higher Technical Institutions in India (Interim Report of Sarkar Committee—1946).
4. Report of the Advisory Committee on Technical Training—Training and Apprenticeship of Craftsmen for Industry—Department of Labour —1945.
5. The Report of the University Education Commission, Volume I—1949.

Mysore.—

1. Report of Dr. C. R. Reddy on Education in Mysore State—1949.
2. Report of the Sub-Committee appointed to consider the Re-organisation of Technical Education in Mysore State—1946.

3. Proceedings of the Committee for Education—Mysore Economic Conference—1949.
4. Report of the Committee on the Re-organisation of several grades of Education—1936.
5. Inaugural speech by the Chief Minister—September 1952.

United Kingdom.—

1. Technical Education, Report of a Special Committee—Scottish Education Department—1946.
2. Education in Britain—1952.
3. Further Education—Ministry of Education—1947.

United States of America.—

1. Vocational Education in the years ahead—U.S. Office of Education—1945.
2. Vocational Technical Training—U.S. Office of Education—1944.
3. Report of the Massachusetts Commission on Industrial Education.

UNESCO.—

1. Report of the Mission to Burma—1951.

Canada.—

2. The Report of the Royal Commission on Industrial Education.

IV. Control of Technical Education.

22. The control of Technical Education in Mysore has been vested in more than one agency. The Department of Industries and Commerce operates the industrial schools and the Department of Agriculture, the agricultural schools. The Commercial Schools are left to private management. The recently opened occupational institutes are managed by separate committees of management and the Government exercise direct control over them. Such diversified control has failed to secure co-ordinated and integrated planning in Technical Education. Such an organisation has not produced satisfactory results either

in efficiency or economy in expenditure. Furthermore, there has been, among the various agencies concerned, little co-ordinated effort to develop a comprehensive programme. The transfer of a student from an Academic to a Technical School is more often a matter of chance than of merit, interest or ability. This practice offends against the fundamental principles of Technical Education.

23. Schools set up primarily for Technical Education and placed under the control of agencies other than the Department of Education are likely to neglect certain aspects of general education. These disadvantages have been recognized and the Central Advisory Board of Education has recommended a unified control of Technical Education under the Department of Public Instruction. In view of the Central Advisory Board's recommendation and the pressing need for unity and co-ordination, Mysore should take immediate steps to unify the control of Technical Education and place it under the Department of Public Instruction. The proposed control of Technical Education is diagrammatically indicated on page 173

Recommendation.

The first step in the re-organisation of Technical and Vocational Education should be to integrate the existing facilities for Technical Education and place them under the control of the Department of Education.

V. Structure of Technical Education.

24. (1) The present system of general education consists of a four-year Primary School, a four-year Middle School and a three-year High School. At the College level, there is an Intermediate course for two years followed by the several degree courses. Standing apart from these schools there are a few Technical Institutions in the State. A boy who has the ability and resources can reach the highest level in the educational ladder in the general system. But such is not the case if the boy prefers to choose an Industrial School because of the peculiar circumstances under which these several technical institutions have come into existence. There is hardly any

co-ordination between the technical schools at different levels and the type of structure does not provide any scope for "vertical mobility". This perhaps is one of the principal reasons why the Industrial Schools at the lower level have persistently failed to attract a sufficient number of students. In the new structure of Technical Education this serious defect must be eliminated and opportunities provided for boys to reach the highest level even in the technical field or to return to general schools at different stages of education.

25. While designing a system of Technical Education it is necessary to understand the occupational structure of society. Occupations may be broadly classified into five major groups on the basis of the knowledge and skill necessary to perform them: (1) Professional, (2) Semi-Professional, (3) Skilled, (4) Semi-Skilled, (5) Unskilled. The training for these groups of occupations must be provided at appropriate levels in the system. As such group of these occupations requires a minimum standard of general education it is necessary that training should be provided for them on the completion of definite stages of education in the general schools. Professional occupations require a high degree of mental activity. In a sound system of Technical Education it is necessary to have (*a*) Technical Schools or Trade Schools for those passing out of the Primary Schools providing training for skilled occupations, (*b*) Technical Institutes for those passing out of the Secondary Schools (High Schools) providing training for semi-professional, supervisory or highly skilled occupations, (*c*) Professional Colleges at the University level for those passing out of the Intermediate Colleges providing training for the professions. Unskilled occupations do not require any regular training, but part-time and apprenticeship schools should be provided for semi-skilled occupations.

26. In any satisfactory system of Education, Technical Education occupies the second place of importance, priority being conceded to Compulsory Primary Education. Under modern conditions one does not think of organised technical education for the illiterate. Technical or Vocational Education should begin only after the primary school period when the boy or girl is of the age of 12 *plus* as stated earlier. We consider that we should evolve a

satisfactory system of sifting students in order to divert them to different grades and categories of education. The introduction of the basic type of education will help to some extent to select candidates for training in Arts and Crafts and in Industries. Even here, with a view to avoiding waste of national man-power and inefficiency, pupils should be diverted to an occupational career, having regard to physical, intellectual and temperamental fitness for the same. Those students who take training in Arts and Crafts at the Post-Primary Stage are to be given a modicum of general education also, the idea being that they should not only be good artisans and skilled craftsmen but also good citizens.

27. In the proposed re-organisation a 6-4-2 structure has been suggested for General Schools followed by the normal degree courses offered at the University level.

28. The State should endeavour to introduce the six-year course of compulsory Primary Education throughout Mysore as early as possible. During this stage it may not be possible to introduce any technical courses. However, the performance of the children in these basic schools should be able to indicate as to what they may have to do at the end of Primary stage. Following it, a four-year High School course has been provided. Corresponding to this level and more or less of the same duration, there should be a system of technical schools for the purpose of training skilled workers required for our medium scale and cottage industries. The four-year High School Course leads a boy to the two-year Intermediate College of the technical type. Corresponding to this level, there are a number of Technical Institutes which are now offering three-year Diploma Courses. These institutes have been doing very useful service and should be continued with improvements wherever necessary. The students who finish their training in technical schools and show promise for further education should be admitted to the appropriate courses in technical institutes. This is one of the major steps suggested to provide for the " vertical mobility " in technical education itself. This is calculated to remove the hesitation on the part of pupils who wish to enter the technical schools at an early age.

The pattern of General and Technical Schools is shown on page 174

Recommendations.

(1) The several grades of Technical Education should be classified as follows :—

Institutions	*Occupations*	*Awards*
(*a*) Professional Colleges.	Professions ..	Degree
(*b*) Technical Institutes.	Semi-Professional Supervisory or highly skilled occupations.	(i) Higher Diploma. (ii) Lower Diploma.
(*c*) Technical Schools.	Skilled occupations.	Certificate
(*d*) Apprenticeship part-time schools.	Semi-skilled occupations.	Certificate

(2) Craft courses should be provided in the Secondary Schools with due regard to programmes available in Technical Institutions, opportunities for employment and the interests and aptitudes of the youth.

(3) A comprehensive programme for Technical and Vocational Education should provide facilities for (*a*) Industrial Education, (*b*) Commercial Education, (*c*) Agricultural Education, (*d*) Home Science and Education of women for careers, (*e*) Fine Arts, (*f*) Social Service, and (*g*) Professional Education.

(4) The system of Technical Education should be closely co-ordinated with the system of general education so as to provide opportunities for those who want to prepare for careers on the completion of definite stages of education to do so.

VI. Professional Education.

"29. There are a number of professional colleges in the State as mentioned earlier in this report. These colleges have been providing leaders and executive officers in many important walks of life. In recent times there has been an over-emphasis on Engineering Education and graduates are produced for in excess

of the requirements of the State. Indiscriminate growth of institutions and over-crowding in colleges have been permitted at the cost of standards of achievement. Unless there is a steady development of industries, it will not be possible for the State to employ the very large number of engineers that are being turned out of these institutions. It is, therefore, necessary at this stage to attach importance to the quality of Engineering Education in these colleges. The question of opening courses in Architecture at the degree level in the Engineering College is under the consideration of the University. It is hoped that this course would be opened at an early date by the University.

It is our considered view that education for the professions beyond the Intermediate stage should be the primary responsibility of the University and that the University should exercise necessary control on all academic matters in those institutions.

VII. Council of Technical Education.

30. In the years ahead, technical education has to be expanded to meet the demands of economic development in the State. Several new schools have to be opened. The progress in technical schools has to be reviewed frequently. It will be necessary for technical education to maintain close liaison with industries and business concerns on the one hand and with the general schools on the other. Planning, execution and upgrading are three continuous functions which need to be considered from time to time. To assume these responsibilities a State Technical Education Authority is essential. The policies framed by this authority should reflect public opinion. It is, therefore, necessary that a State Council consisting of representatives of Industries, Trade, Commerce and other public interests should function.

31. On the recommendations of the Central Advisory Board of Education in their plan for Post-War Development of Education in India, the Government of India set up the All-India Council of Technical Education with certain advisory functions. A similar set-up in Mysore, having regard to the State's present state of development

in technical education, is recommended. The Council at the All-India level consists of representatives of all the main interests concerned with Technical Education. This Council has been surveying the facilities for Technical Education in the country and advising the Government on several educational development projects under consideration of the various departments of the Government of India. This Council continues to function as an advisory body to the Department of Education of the Central Government, and is mainly concerned with Technical Education beyond the High Schools, which does not come under the control of the Universities. The Council has constituted several boards consisting of technical experts who have prepared standard syllabuses for a few technical courses such as Civil, Mechanical and Electrical Engineering, and Agriculture and Town planning. It may, however, be stated in this connection, that not all the technical institutions in the country have accepted them or followed them fully.

32. In Mysore also, Government in their Order No. E. 9722—J.O.I. 16-51-2, dated 22nd January 1952, have constituted the Council of Technical Education, which has, as its members, heads of the several Government departments, representatives of industries, commerce and non-officials. The present constitution of the Council requires certain modifications for its effective functioning. It is also necessary that the Director of Public Instruction, who is familiar with the problems of education, and who is to be in charge of Secondary Education including the Intermediate grade of education and Technical Education in general, should be its Chairman, and that he should be assisted by a full time Technical Officer, who, in addition to his duties as technical adviser to the Director in regard to Technical Education, should also function as the Secretary of this Council. This Council should be responsible for planning and organising Technical Education in the State.

33. The demand for Technical Education in the years to come is likely to increase with the development of industries in the State. If the system of Technical Education should serve the needs of the society, planning and development should be carefully made on scientific lines based on reliable information about the occupational

structure and the immediate and long range occupational needs of the State.

Recommendations.

(1) The Council of Technical Education in Mysore having representatives of various interests is necessary for defining policies relating to planning and administration of Technical Education and should be strengthened and re-organised.

(2) The constitution and functions of the Council of Technical Education should be as follows :—

(i) *Name of the Council.*—The Council may be named " The Council of Technical Education in Mysore."

(ii) *Composition.*—

1. The Director of Public Instruction (*Chairman*).

2-7. The Heads of University, Industries, Labour, Agriculture, Electrical and Public Works Department or their nominees. (6).

8-11. Representatives of Industries. (4).

12-15. Representatives of Business Interests and Chambers of Commerce. (4).

16-19. Non-Officials representing public opinion. (4).

20-21. Representatives of Labour. (2).

22-23. Technical Experts. (2).

24. Representative of Women. (1).

25. Representative of the Public Service Commission. (1).

26. Pepresentative of Professional Organisations. (1).

27. Full-time Officer (*Secretary*). (1).

28-29. Government nominees. (2).

(iii) *Status.*—The Council should be constituted by the State Government and the decisions taken by the Council should be implemented subject to the approval of Government. Regarding academic matters the decision of the Council should be final. It should have powers to co-opt any person or persons or to appoint sub-committees to advise the council on any matter relating to its work.

(iv) *Term of Office.*—The members of the Council should hold office for a period of three years, and at the

Karnataka State Archives,
(Departmental Library)

end of these three years the Council should be reconstituted. The Council should function until it is reconstituted. The Council should meet at least once in three months to discuss matters relating to Technical Education.

(v) *Functions.*—The functions of the Council should be :

(*a*) To advise the Government on the development of Technical Education in the State ;

(*b*) To formulate policies relating to the re-organisation and supervision of Technical Education in the State ;

(*c*) To constitute the Board of Technical Education, to prescribe syllabuses, minimum qualifications for admission, etc., to approve their recommendations and generally to exercise such powers as may be necessary to implement its purpose ;

(*d*) To issue Diplomas and Certificates under the seal of Council of Technical Education in Mysore ;

(*e*) To formulate policies relating to affiliated and grant-in-aid Technical and Vocational Institutions in the State and to recognise them ;

(*f*) To obtain budgetary grants, and to exercise control over the expenditure on technical education ; and

(*g*) Generally, to foster the growth of Technical Education in the State.

(vi) *Location.*—The Council may generally meet in Bangalore and its executive organisation should be located in Bangalore.

(3) Adequate representation should be given to the Council of Technical Education in the University and the University should be given proper representation in the Council of Technical Education.

VIII. Board of Technical Education.

34. The Council of Technical Education should be mainly concerned with defining policies relating to planning and administration of technical education. Academic matters relating to technical education should, however, be prescribed by a group of experts and educationists.

Questions relating to the duration of courses, standard of attainment and syllabuses, minimum qualification for admission and the scheme of examinations, will have to be decided by this Board and their decisions should be final in this regard. The Board should have only technical men representing each major field of occupation. Wherever necessary, this Board should have the privilege of consulting experts with the necessary experience even outside the State.

35. The question of conducting annual examinations in technical institutions is at present being dealt with in a haphazard manner. There are too many agencies, and over-lapping and duplication of work are common features of the present organisation. Even here, there must be an integration and common practices and procedures have to be adopted. A proposal for the formation of a Central Board of Examinations under the direction of the Special Officer for Occupational Institutes for conducting the examinations in the several occupational institutes and the engineering school was accepted by the Government and the Board is under formation. In future, the proposed Board of Technical Education may also assume these responsibilities and extend its services to all the Technical Institutions in the State.

Recommendations.

(1) The Board of Technical Education in Mysore consisting of technical men should be established to deal with all academic matters relating to Technical Education.

(2) The constitution and functions of this Board should be as follows:—

(i) *Name.*—The Board may be named as the " Board of Technical Education in Mysore ".

(ii) *Status.*—It should be constituted by Government on the recommendation of the Council to Technical Education.

(iii) *Composition.*—It should consist of:—

1. The Director of Public Instruction (*Chairman*).
2. The Vice-Chancellor;
3. Members representing Electrical, Mechanical and Civil Engineering, Medical, Agricultural and Commercial studies;

4. Representatives of Board of High School and Intermediate Education ;

5. A representative from the University ;

6. The Heads of important Technical Institutes or Technical experts ; and

7. The Officer in charge of administration. (*Secretary*).

(iv) *Terms of Office.*—The members of the Board should hold office for a period of three years and the Board sould be reconstituted at the end of three years. It should continue to function until it is reconstituted.

(v) *Functions.*—

(*a*) To determine and prescribe the duration of courses of study, minimum qualifications for admission, syllabuses, examination schemes, equipment and building requirements and all other academic matters relating to Technical Education.

(*b*) To appoint committees to advise the Board on technical matters.

(*c*) To prescribe qualifications and training requirements for various grades of teachers in Technical Institutions.

(*d*) To make arrangements for the conduct of examinations and to declare the results up to the University stage and exclusive of the Intermediate.

IX. Administration and Supervision of Technical Education.

36. No scheme of Technical Education will yield satisfactory results unless it is executed and operated by an efficient administrative organisation. The establishment of a system of Technical Education requires constant and continuous attention from technical men who have been well-trained in the methods of administration and supervision. If the existing Technical Institutions in Mysore have to be re-organised and their number increased, the present policies of administration need to be radically changed. There should be an independent unit of administration for the execution and operation of Technical Education within the frame work of the Department of Public Instruction.

37. The most urgent need now is the provision of a suitable administrative and supervisory staff for Technical Education. The magnitude of the work justifies the appointment of a highly qualified officer to be in immediate charge of the work of technical education assisted by a team of competent supervisory staff for each of the following branches of Technical Education:—(*a*) Industrial, (*b*) Commercial, (*c*) Agricultural and (*d*) Guidance.

38. The direction of technical education should be effective and should be on a planned basis at this important stage of its development in Mysore. The duties of the Technical Adviser referred to in the earlier part of this report would be to plan and organise all forms of technical education as outlined by the Council of Technical Education. The appointment of a full-time officer assisted by a staff of four supervisors may be sufficient for the present to carry on the administration. He should be responsible to the Director of Public Instruction.

39. Apart from the administrative control exercised by the several departments, there is a special officer for Occupational Institutes without clearly defined responsibilities or powers in charge of the newly opened occupational institutes in the State. Excluding the Professional Colleges and the Teacher Training institutions, the State is spending nearly Rs. 20 lakhs on the other technical institutions. Such an expenditure justifies a separate administrative unit to exercise necessary control over both administrative and academic matters. The question has been carefully examined and proposals have been formulated for an administrative section at an estimated recurring expenditure of Rs. 50,000 per year A separate building might be necessary for this section and this is estimated to cost nearly Rs. 2.00 lakhs. The State should set up this unit immediately if the technical institutions are to be planned and organised successfully.

Recommendations.

(1) The control of Technical Education should be vested in the Director of Public Instruction and a Central

Administrative Organisation should be set up for the administration and supervision of all technical institutions up to and inclusive of the Intermediate level.

(2) There should be a full-time officer of the status of a Deputy Director of Public Instruction in charge of this section. He should be a highly qualified person with knowledge of the details of the technique of Technical Education in other parts of the world. He should be responsible to the Director of Public Instruction and act as the Secretary of the Council and the Board of Technical Education in Mysore.

X. Finance.

40. The expenditure on technical education is, at present, being controlled by too many agencies. It has not been possible, therefore, to regulate the expenditure in the various institutions. One of the immediate steps to be taken should be to integrate all these funds and place them in charge of the administrative unit proposed. It may then be possible to control the expenditure by framing common policies for technical education.

41. Every year ample provision is being made in the budget for each school, but the major part of the grants is not fully utilised but allowed to lapse, with the result that the institutions are not being provided with the necessary buildings and equipment. Such grants being governed by the exigencies of the State budget, it is possible that the grants may be cut and some of these institutions may continue to remain without being fully equipped. This difficulty could be avoided if the grants to these institutions are made non-lapsable.

42. Technical education is somewhat expensive and it is the primary responsibility of the State to provide the necessary finances. But the State may not be in a position to find all the funds. It will be necessary, therefore, to enlist the co-operation of local boards, industries, agriculturists and business concerns who benefit from organised technical education.

43. Abbot and Wood in their report on "Vocational Education in India" have quoted the example of France

where every employer who pays more than 10,000 francs, (*i.e.*, about Rs. 1,300) a year in wages is bound by law either to pay a tax or to arrange for the training of his employees. This system, the report states, is being successfully operated in France. The question of raising funds by taxation needs be considered in consultation with employers and legislators and it may be beyond our province to go into details. However, the co-operation of industries either by organising training programmes or by taxation to a certain extent should be made obligatory.

Recommendations.

(1) The finl. grants to technical institutions now under the control of various departments should be integrated and placed under the control of the Department of Education.

(2) The grants for Technical Education should be made non-lapsable, so that the funds may be available for purposes of providing necessary equipment and buildings.

(3) Additional resources for Technical Education may be found by the following means:—

(*a*) Taxing the industries which employ more than 100 men.

(*b*) Enlisting the co-operation of industries to participate in training programmes.

(*c*) Levying cess on commercial crops.

(*d*) Collecting fixed grants from local bodies.

(*e*) Taxing business establishments employing more than 100 men.

(*f*) Assistance from the Central Government.

(*g*) Contributions from the public to be supplemented by State contributions.

XI. Technical Institutions.

44. The institutions which admit students passing out of the High Schools and prepare them for careers have

been designated as Technical Institutes. The growth of these Institutes in the State has been very rapid in recent years because of the great demand from young men passing out of High Schools for training for industrial occupations. Many who are reluctant to take college courses enter these institutions as an alternative. The existing school leaving certificate does not give them the necessary qualification for entering a career in the technical field. The students passing out of these technical institutes are finding ready employment. But, in view of the limited demand for trained personnel at the supervisory level, it is not desirable to expand the institutes any further in the State. Many of these institutions which have been recently opened require to be equipped and improved if they are to maintain the standards corresponding to those prevailing in other parts of the country. Efforts should be concentrated to consolidate the position particularly at this level of Technical Education. Most of the equipment and buildings which remain idle during the day may be used for conducting evening classes for adults as well as the youth who are employed in the day time.

45. In most of these institutes, the training for some of the artistic trades has been ignored. Art and designing are important aspects of every branch of industrial education. It develops the creative abilities of the individual. Ivory and sandalwood carving and brass work have reached a high degree of proficiency in the State. These artistic crafts are even now practised as indigenous industries in some parts of the State. It is necessary to improve these crafts by introducing modern tools and also by giving the workers a background of scientific and technical knowledge. By providing courses in the crafts on these institutes, it may be possible to raise the standard of craftsmanship in these branches of arts.

Recommendations.

(1) The existing institutes should be re-organised on a planned basis and the courses of study in them be redistributed with due regard to local needs; unpopular courses should be abolished and new courses in demand should be instituted in order to utilise the equipment, buildings and the staff to the maximum extent.

(2) The possibilities for arranging evening classes and training within industries should be examined.

(3) The training in occupations involving artistic manual skills should be included in some of the Technical Institutes.

(4) Higher Diploma courses should be provided in the Technical Institutes for those students who take craft courses in the Intermediate and wish to continue their education.

XII. Commercial Education.

46. Commercial education is concerned with equipping the youth with the skill and knowledge required in the operation of business establishments. The prosperity of Mysore depends largely upon the further development of industries and business enterprises. It is, therefore, necessary to take immediate steps to train people to perform the many tasks connected with modern business efficiently. And since the efficiency with which business is carried on depends upon the efficiency of the workers, it is necessary to improve the standards of Commercial Education.

47. At present, Commercial Education is in the hands of private managements. There is a large number of private commercial institutions in most of the important towns in the State. The standards in these schools are much below those prescribed by the Central Government. The present facilities are inadequate. Measures have to be taken not only to meet the increased demand for commercial education but also to raise its standards.

48. There is an immediate need for an institution for training those who finish their general education in the high schools and who wish to enter service in Government departments and business concerns. The demand for such workers is evident from the large number of people entering such services each year. It is, therefore, necessary to have a separate institution providing the special type of training which such persons require. This would also help to divert a large number of students from entering the University without any specific aim.

49. The estimated cost for opening an Institute of Practical Arts in Bangalore is given on page 176.

Recommendations.

(1) A full-fledged Institute of Practical Arts should be set up in Bangalore with the following courses :—

(*a*) Office Executives.
(*b*) Accountants.
(*c*) Stenographers.
(*d*) Typists.
(*e*) Stores Officials.
(*f*) Bank Officials.
(*g*) Correspondents.
(*h*) Revenue Surveyors.

(2) The minimum qualification for admission to the above institute should be a pass in the Secondary School (High School).

XIII. Social Service.

50. Occupations may be classified into two groups according to the nature of work done ; those which produce goods and those which render service to society. For example, Medicine, teaching, etc., may be classified under the latter group. It is in this field that the services of women could be best employed.

51. There is a great need for trained persons in the fields of Nursing, Pharmacy, Public Health, etc., for which there is no organised training in the State at present. There are some facilities for training Nurses but these are totally inadequate to meet the requirements of the State. It was brought to our notice that the standard of training in nursing here was much below that prevailing outside the State and that the Nurses trained in Mysore were not eligible for appointment outside. This situation must be set right soon.

Recommendations.

(1) The following courses in Social Service which are allied to the work in a Medical School should be provided at the Medical School at Bangalore :—

(*a*) Nursing.
(*b*) Pharmacy.
(*c*) Public Health.
(*d*) Optician.
(*e*) Dental Surgery.

(2) The training of Nurses in the State should be reorganised and the standards raised to those prevailing in other parts of India.

(3) With a view to raising the standards in the Medical School, a pass in the Intermediate should be made the minimum qualification for admission. Only students taking the appropriate vocational subjects in the Intermediate should be admitted to the school.

XIV. School of Forestry.

52. Mysore has been fortunate in having rich forest resources. The Forest Department conducts periodical courses in forestry for purposes of training different categories of workers such as Rangers, Foresters and Forest Guards required by that Department. A school of forestry should become a permanent feature as forestry and its allied fields offer many opportunities for gainful employment.

XV. Technical and Trade Schools.

53. Technical Schools and Trade Schools prepare boys for skilled work and correspond to the High Schools. Until fairly recently, industrial workers acquired most of their skills on the job. But the need for scientific and technical knowledge in addition to the manual skills, which has grown with advancing technological developments demands systematic training. For fulfilling this

purpose and for supplying a steady flow of skilled workers for the expanding industries in the State, Mysore established a few Industrial Schools as early as in 1902. But these schools have not been functioning successfully even to this day. They are hardly attractive to young boys who wish to enter them and are relegated to a place of secondary importance. We are of the view that these institutions have been placed under the management and control of a Department in which education is not a major concern. Pupils having a poor level of literacy are put on productive work and trained just for their work in the course of four or five years.

54. Some years ago, it was argued that the Department of Industries being in close touch with the industries would be in a better position to run these schools efficiently, but experience has shown that this assumption was incorrect. Almost in every advanced country, the Department of Education has assumed the responsibility for running these schools with the help of men trained specially for this purpose. It would, therefore, be proper and desirable to transfer these schools to the Department of Education and remodel them so as to satisfy modern requirements. For some time to come, these schools would have to struggle for their existence until the sentiment of dislike towards manual work undergoes a charge.

55. In most of the industrially advanced countries part-time and apprenticeship programmes are very popular for training workmen who are already employed in industries for higher skill and efficiency. Such programmes could be easily instituted in the State with the co-operation of the many industrial establishments of the Government as well as private industries. These programmes do not involve much capital outlay and should always precede a full-time programme in the regular schools. If there is overcrowding in those programmes, it will provide a good indication for the introduction of a full-time programme in the regular technical schools.

Recommendations.

(1) The existing industrial schools should be converted into Technical or Trade Schools by providing adequate buildings, equipment and trained teachers for imparting

training in crafts for students who complete the Compulsory courses of Primary Education.

(2) The Kannada agricultural schools should be improved, expanded and upgraded.

(3) Wherever there are facilities and demand for Technical training, Evening Schools (part-time) should be established. "Training within the Industries" should be organised wherever possible.

(4) Co-operative and Apprenticeship programmes should be instituted within industrial and business concerns in urban areas and in farms in rural areas.

XVI. Technical Education for Women.

56. The family is the basic unit in the social structure of our life and plays an important role in shaping the character and behaviour of the people. It is in the homes that the preparation of the younger generation to assume their role in society starts. The ideal of Indian womenhood is the making of a happy home. Very few women in Mysore work outside their homes for a livelihood, and home-making is still their major occupation. A pleasant home and a happy family life are fundamental to the progress of our society. The education of women as home-makers, therefore, needs special attention.

57. In every home the mothers train the girls in home-making from an early age. This method of entrusting the training of girls solely to the mothers is far from satisfactory. Courses in home-making and family living based on scientific principles should be organised in schools to train girls in making better homes. Facilities for Home Science Education should be appropriate to the home and family needs of the community and should be provided at every stage in the education of girls.

58. The emphasis laid on Home Science Education does not necessarily mean that women should be confined to their homes. Their services in other fields of human endeavour are essential for the prosperity of the State. In Mysore, a large number of women are employed in

agricultural pursuits, especially in rural areas. In industries, they are mostly employed in the Textile industry. Their number in professional occupations such as teaching, medicine, nursing and social service is also increasing. At the professional level there are many avenues which they should enter in greater numbers. Almost all the Professional Colleges in Mysore have been providing facilities to women for professional studies. Women are also being admitted to a few courses organised in the Technical Institutes, such as Radio Engineering, Sound Recording, Cinematography, etc. Jobs in business and office management afford many opportunities and here again women are entering these occupations in greater numbers. The Technical Institutions in the State should be enabled to adjust themselves to the changing demands and outlook of our society.

59. There is separate Vocational Institute for Women at Mysore. This institution should be re-organised so as to conform to the polytechnic type. At present, the demand for separate Technical Institutions for Women has not been keenly felt and it will be sufficient if opportunities in greater number are made available to women in the existing technical institutions and colleges and by adequately equipping and improving the Vocational Institute for Women at Mysore.

Recommendations.

(1) More facilities for technical education and specially in the field of social service should be made available to women.

(2) All girls should be trained in Home Science. Even those preparing for a career should be taught Home Science.

(3) The existing Vocational Institute for Women at Mysore should be improved and upgraded.

XVII. Craft Courses in Secondary Schools.

60. The Secondary Schools have been criticised as merely preparing pupils for college education. The

education that is given in these schools has no bearing on the practical aspects of life. To the majority of the pupils who enter the High Schools and wish to discontinue their studies at the end of the final year, a college-preparatory curriculum is not of much use.

61. There have been some attempts made to introduce Practical Instruction Courses in Middle Schools and High Schools with the chief purpose of preparing the pupils for a vocation. These attempts have not been very successful so far. There are many reasons for the failure of these courses. Generally, there is an attitude of prejudice towards manual work. Most of the occupations in which manual work is involved have had a rather low status in society. Because of this attitude, pupils have not been willing to take up these courses. This attitude towards manual work is, however, undergoing a change in recent times.

62. Education has been long associated with intellectual pursuits, with the result, that pupils are under the impression that there is no need to go to the schools for instruction in practical subjects. At present no provision for manual work has been made in the schools. To overcome this defect, it would be very necessary to make the craft courses a compulsory part of Secondary School education.

63. There are some other serious defects in the practical courses as they are being conducted in our schools. Very little time has been devoted to practical work and so the courses have been unattractive. Some of the courses are out of tune with the present-day needs. The few courses that are offered in Middle Schools are not followed up at the High School stage with the result that a pupil is discouraged from choosing the practical courses at the lower stage. These practical courses, apart from their inadequacy as pre-vocational courses, do not lead the pupils to any further technical education. Unless these major defects are rectified, the introduction of fresh craft courses in our Secondary Schools will be attended by doubtful chances of their success. Experience in the West has pointed out that the practical courses in Secondary Schools should, if they are to succeed, satisfy the following purposes: (*a*) They should impress upon the minds of the youth a consciousness of the dignity of labour

and a sense of responsibility. (*b*) They should develop the ability of the youth for creative work. (*c*) They should help to discover the abilities and aptitudes of the youth. (*d*) They should orientate the youth towards suitable careers. (*e*) They should provide a sound knowledge of the processes and practices in industries or other activities.

Recommendations.

(1) In the Secondary Schools (High Schools), the following diversified courses giving craft training may be provided :—

(i) Engineering.
(ii) Textiles.
(iii) Agriculture.
(iv) Commerce.
(v) Home Science.
(vi) Fine Arts.
(vii) Social Service.

(2) Craft courses along with compulsory subjects should be provided for students preferring to terminate their studies at the end of the Intermediate stage, or who wish to continue their education in higher technical courses.

XVIII. Vocational Guidance.

64. Vactional guidance is a term frequently used in the literature of modern education. It is an essential part of a comprehensive programme of Technical Education for giving necessary guidance to the youth in choosing a career. The chief function of Vocational Guidance is to determine occupational goals for individuals according to their abilities, aptitudes and interests. By a well organised programme of Vocational Guidance we should be able to conserve human talents and minimise wastage in educational effort.

65. Fundamentally, the need for guidance exists because of the differences in individuals and in their occupational environments. On the one hand, there are well

known differences among individuals in their physical characteristics, scholastic aptitudes, and special aptitudes and interests. On the other hand, there are differences in the requirements of different occupations. The problem of Vocational Guidance is therefore to select the individuals who possess the aptitudes consistent with the demands of the occupations which they desire to enter.

66. There is no organised programme of Vocational Guidance in our schools. Yet, every year hundreds of individuals leave the schools and go to work. The work they secure depends to a large extent on chance. During the past few years, conditions in Mysore have considerably changed. Many industries have developed. The number of occupations has increased. Many Technical Institutions have been opened. Pupils now have to make a suitable choice regarding their career, and receive the necessary preparation. It has become necessary to assist students in choosing the kind of training suited to their abilities and aptitudes.

67. At least a beginning should be made to organise Vocational Guidance programmes in our schools. For this purpose the Department of Education should set up a Regional Bureau of Vocational Guidance. Teachers should be trained to organise guidance programmes in the schools.

Recommendations.

(1) Vocational Guidance programmes should be organised in all schools for assisting the students in the choice of their career.

(2) A Bureau of Vocational Guidance should be a part of the administrative organisation of Technical Education and a full-time officer should be in charge of this section to organise the work throughout the State.

(3) Teachers should be trained to assist in the Vocational Guidance programmes.

(4) There should be a Bureau of Employment organised on a regional basis to assist students seeking employment.

XIX. Syllabuses.

68. All Technical and Vocational courses should be planned on the basis of job analysis. The training provided should meet the needs of the occupations. They should also come up to standards prescribed outside the State. The school programmes should be kept up-to-date and abreast of new techniques and practices adopted in industries and other activities.

69. One of the important aspects that has been neglected in our technical schools is general education. As soon as the boys leave the general schools, their general education also ceases. This has been recognised as a serious omission. Many technical institutions in the West have introduced general education courses in their curricula. If we should preserve our cultural heritage, raise the standard of citizenship and maintain the ideals of democracy, the students in the technical schools should be provided with an adequate background of general education.

70. The medium of instruction in technical institutions is another perplexing problem. In the technical schools which correspond to the High Schools and wherein instruction is mostly in practical skills, it may be possible to teach through the medium of the Regional Language. But the problem is more complicated in the technical institutes, where theoretical instruction is as important as practical training. For the present, it may be necessary to have English as the medium of instruction in technical institutes.

71. Text-books in technical subjects written in the Regional Language are not available and the books that are available in the English language are beyond the means of many of the students. Teachers must be encouraged to write technical text-books. Lack of suitable text-books which are within the means of students is a serious handicap which has to be removed.

72. The Syllabuses for some of the courses in the Technical Institutes compare favourably with those prescribed by the All-India Council of Technical Education. Many of the courses are being recognised outside the

State and it should be possible to get the several courses recognised by the Central Government for recruitment by the U.P.S.C.

Recommendations.

(1) The examination of the present syllabuses in all the Technical Institutions should be the first task of the Board of Technical Education proposed to be set up.

(2) General education should be provided in all technical institutions and craft education should be provided in all the general educational institutions. The proportion of general education to craft education should be 1 : 3 in technical institutions and the proportion of general education to craft education in general educational institutions should be 3 : 1.

(3) All subjects in Technical Schools should be ordinarily taught through Kannada and all subjects in Technical Institutes should be taught through English for the present.

(4) The teachers in technical instituutions should be encouraged to write text-books on technical subjects.

(5) Emphasis should be laid on Agricultural and Craft education in rural schools, and on Industrial and Commercial education in urban schools.

(6) The question of securing all-India recognition to the several courses offered in the State should be taken up by the State Government with the Central Government so that students passing out of Mysore schools may have the same opportunities as others for employment outside the State. At present there appears, however, to be no special difficulty for Mysorean Technicians to secure employment outside the State, but still, formal all-India recognition of our courses should be secured.

XX. Teachers.

73. The success of any programme of Technical Education depends to a large extent on the quality of the teachers. Hence, the selection, preparation, and

supervision of teachers are of vital importance. All technical teachers must be proficient in their occupations in addition to being skilled in the methods of teaching.

74. The problem of securing proper teachers in Mysore for teaching in technical institutions presents many difficulties. At present there is no training institution for the training of technical teachers. One of the chief difficulties is that the educated people lack the practical skills, whereas the workers who possess the practical skills, lack school education. It is difficult to induce persons of suitable abilities to take up the teaching profession. The heavy demand for technical men in industries and development works which generally pay more, normally draw away even those engaged in the profession of teaching. To secure and hold such men in technical education, the schools must pay salaries comparable to those that industry is willing to pay. These difficulties have to be met by a bold policy. A moderate beginning should be made immediately, and the establishment of a proper teacher training course with necessary facilities should be given the highest priority.

75. The employment of part-time teachers and the practice of borrowing the services of men from other departments are not satisfactory arrangements and should be discouraged as far as possible in future.

Recommendations.

(1) A teacher training programme for teachers in technical education should be provided in the proposed Occupational Institute at Mysore.

(2) Specific qualifications, training requirements and scales of pay should be prescribed for the various grades of teachers in technical education.

XXI. Financial Implications.

76. Though the growth of technical institutions has been rapid in recent years, technical education may be said to be still in its initial stages in Mysore considering

the phenomenal progress achieved in western countries. The immediate task ahead is more of consolidation than any large-scale expansion. Our ambition for expansion is limited by the present financial resources of the State. Most of the recommendations we have made have, therefore, been on matters of policy not involving much financial commitment. The setting up of the administrative unit, the opening of the Institute of Practical Arts in Bangalore and the Occupational Institute in Mysore and the re-organisation of the Industrial Schools are the most important projects which require some additional funds. If our recommendation to make Secondary Education purposeful is accepted, the re-orientation of technical education should receive top priority in a scheme of educational reform in Mysore. The two aspects of education are so closely interlinked that development programmes under both categories should proceed together.

77. It is estimated that a non-recurring expenditure of Rs. 33.5 lakhs and a recurring expenditure of Rs. 8.70 lakhs above the present level of expenditure would be necessary. We expect that the funds for capital expenditure would be made available within a period of five to six years.

78. Statement on page 175 gives the details of the financial implications of the recommendations.

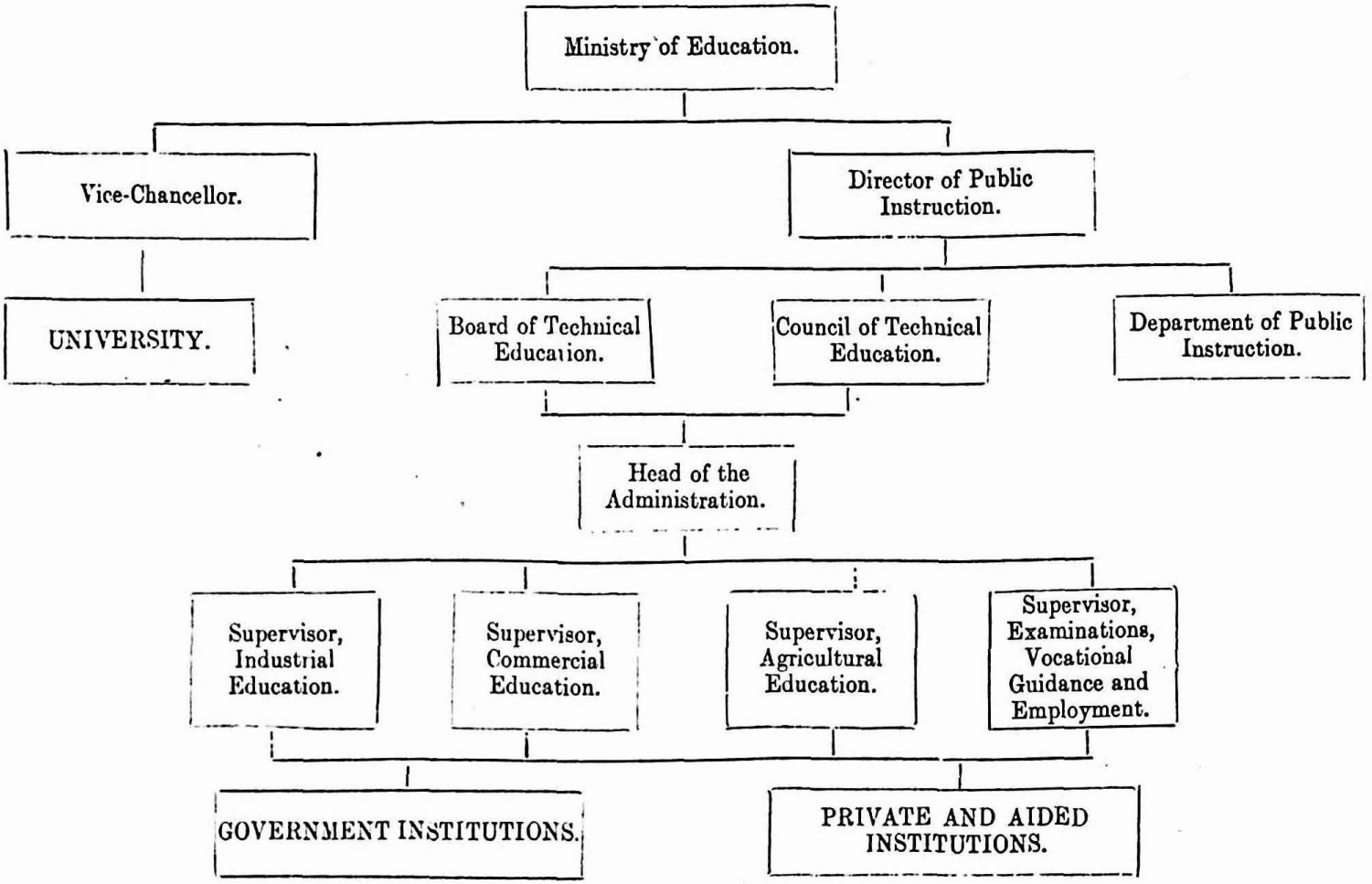
XXII. General.

79. In the foregoing sections of this report there has been a brief survey of the existing facilities and the conditions in the technical institutions of Mysore and the extent to which they serve the needs of the individuals and the State. It has been pointed out that despite the progress in the last few decades, the existing conditions in the institutions are far from satisfactory, judged by standards in some of the progressive countries of the West, and that the entire system needs a thorough overhauling before any expansion can be thought of. If our economic and social strength is to be improved, if the level of productivity is to be increased, and if a better standard of living for all secured, a solution for the existing difficulties must be found.

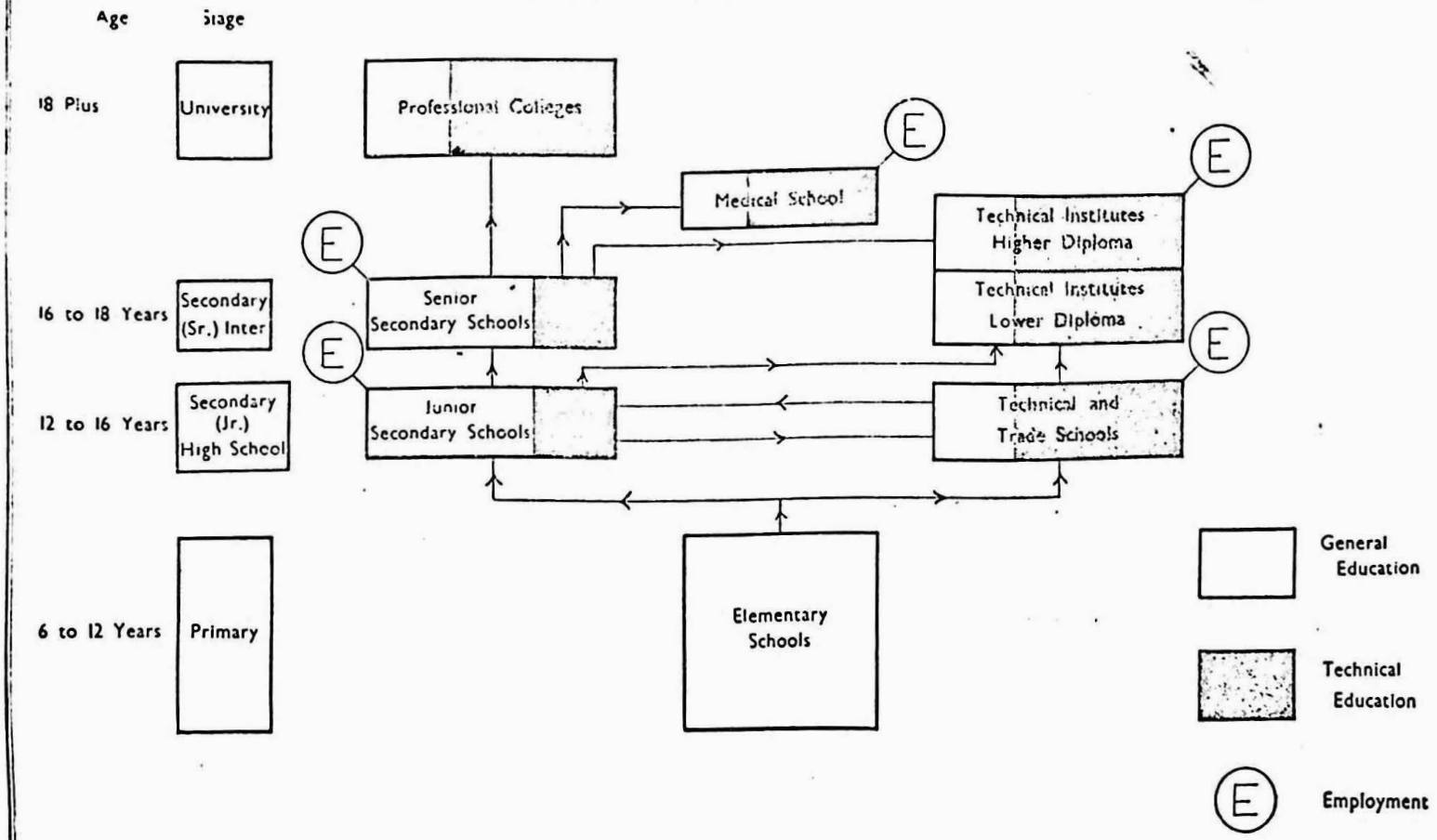
80. Educational planning for the future should have definite targets that can be reached within a reasonable period of time. The proposals offered here for modifying and reforming the existing educational system are realistic and practicable. We have aimed at broad policies, changes and improvements that would be theoretically desirable. The recommendations are based on modern theory and are capable of achievement under the present circumstances of the State. These recommendations have been unanimous and we feel that they should be implemented as early as possible.

81. Throughout this report, we have repeatedly emphasised that the control of technical education should be transferred to the Department of Public Instruction and a separate unit of administration within the framework of the Department of Education should be established. This should be the first step to be taken if necessary changes on the desired lines are to be effected. The administrative machinery proposed is the minimum that could be thought of for the present, and its cost constitutes a small proportion of the total expenditure on technical institutions. It is hoped that even in the first stage of the reforms many of the policies outlined could be implemented without much difficulty.

PROPOSED CONTROL OF TECHNICAL EDUCATION IN MYSORE.



GENERAL STRUCTURE OF THE PROPOSED RE-ORGANISATION OF TECHNICAL EDUCATION IN MYSORE



ESTIMATED FINANCIAL IMPLICATIONS OF THE RECOMMENDATIONS.

Sl. No.	Main Head	Present expenditure		Estimated expenditure of proposals	
		Recurring	Non-recurring	Recurring	Non-recurring
		Rs.	Rs.	Rs.	Rs.
1.	Administration and Supervision.	..	..	50,000	2,00,000
2.	Technical Institutes (Occupational Institutes, Mysore).	10,00,000	6,87,200	1,20,000	5,00,000
3.	Commercial Education (Institute of Practical Arts).	22,322	..	1,00,000	3,00,000
4.	Agricultural Institute	12,400	..	..	..
5.	Agricultural Schools ..	53,200	..	..	1,00,000
6.	Social Service (Additional Courses in Medical School).	..	..	80,000	2,00,000
7.	Vocational School for Women (Up-grading the courses).	13,400	..	20,000	50,000
8.	Technical Schools (Nine Technical Schools, one in each district).	3,58,900	..	4,50,000	18,00,000
9.	School of Forestry ..	..	..	50,000	2,00,000
10.	Craft Courses in Secondary Schools.	..	..	..	..
11.	Teacher Training Institutions ..	(Both R. & N.R.) 5,56,000		(*Vide* relevant chapters).	
12.	Professional Colleges ..	17,97,320			

Total .. 44.84 Lakhs.

ABSTRACT.

	Present expenditure Rs.	*Estimated expenditure over and above the present level Rs.
Recurring Expenditure ..	14.6	8,70,000
Non-recurring Expenditure	14,60,000	33,50,000

*These figures do not include the expenditure for (i) Professional Education, (ii) Teacher Training, and (iii) Craft Education in Secondary Schools.

Estimate for opening an Institute of Practical Arts in Bangalore.

		Rs.	Rs.
A.	*Expenditure—*		
	Non-recurring—		
	Buildings	2,50,000	
	Furniture	50,000	
	Equipment	1,00,000	
			3,00,000
	Recurring Charges—		
	(a) Principal	6,780	
	(b) Office Establishment	13,220	
	(c) Teaching Staff	66,000	
	(d) Travelling Allowance	2,000	
			88,000
	Special Charges—		
	(a) Tours	3,000	
	(b) Examinations	4,000	
	(c) Scholarships	4,000	
	(d) Contingencies	1,000	
			12,000
	Non-recurring		300,000
	Recurring		1,00,000
B.	*Revenue—*		
	Fees	20,000	
	Examinations	12,000	

C. Details of Teaching Staff and Establishment.

Sl. No.	Designation		Grade of pay	Expenditure: Per month	Expenditure: Per annum
			Rs.	Rs.	Rs.
1.	Principal		400-25-700	565	6,780
2.	Senior Instructors ..	(8)	200-10-250	$237\frac{2}{3} \times 8$	22,816
3.	Junior Instructors ..	(16)	150-10-200	$187\frac{1}{2} \times 16$	35,968
4.	Tutors	(4)	125-10-175	$150\frac{1}{3} \times 4$	7,216
5.	Manager	(1)	150-10-200	$187\frac{1}{2}$	2,250
6.	Accountant ..	(1)	60-5-90-6-150	111	1,332
7.	Clerks	(3)	40-2-50-3-80	$63\frac{1}{3} \times 3$	2,280
8.	Librarian ..	(1)	60-5-90-6-150	111	1,332
9.	Assistant Librarian	(1)	40-2-50-3-80	$63\frac{1}{3}$	760
10.	Typist	(1)	45-3-60-4-100	77 1/12	925
11.	Attenders (Office and Sections.)	(4)	25-1-30	$28\frac{3}{4} \times 4$	1,380
	Menial Staff—				
	Peons	(4)	18-$\frac{1}{2}$-22	$20\frac{1}{2} \times 4$	984
	Sweeper	(1)	18-$\frac{1}{2}$-22	$20\frac{1}{2} \times 1$	246
	Watchmen ..	(2)	18-$\frac{1}{2}$-22	$20\frac{1}{2} \times 2$	492

ABSTRACT.

	Per month	Per annum
	Rs.	Rs.
(1) Principal	565	6,780
(2) Teaching Staff	5,500	66,000
(3) Office Staff and Menial Staff ..	1,100 11/12	13,211

DETAILS OF EXPENDITURE FOR THE ADMINISTRATIVE ORGANISATION FOR TECHNICAL EDUCATION.

Sl. No.	Designation	No.	Grade	Monthly expenditure	Annual expenditure
			Rs.	Rs.	Rs.
(A)	*Non-recurring*—				
	Building				1,50,000
	Equipment				30,000
	Furniture				20,000
					2,00,000
(B)	*Recurring*—				
1.	Administrative Staff—				
	Head of the Unit ..	1	500-50-1,000	805/5/9	9,667
2.	*Supervisory Staff*—				
	Supervisors ..	4	250-25-450	150 6⅔	18,080
3.	*Office Establishment*—				
	Superintendent ..	1	200-10-250	237½	2,850
	Chief Accountant ..	1	150-10-200	187½	2,250
	Manager	1	150-10-200	187½	2,250
	First Grade Clerks ..	2	60-5-90-6-150	222	2,664
	Second Grade Clerks	4	40-2-50-3-80	257⅓	3,088
	Stenographer ..	1	75-5-150-10-200	118 4/7	1,423
	Typist ..	1	45-3-60-4-100	77 1/12	925
	Attenders ..	2	25-1-30	57½	690
4.	*Menial Staff*—				
	Daffedar ..	1	22-1-27	25¾	309
	Peons including a cycle orderly.	6	18-½-22	123	1,476
5.	Travelling Allowance				2,000
6.	Contingencies				1,225
					50,000

Chapter VI.

UNIVERSITY EDUCATION.

I. Present Position.

1. The University has developed considerably during the thirty-six years since it was established. It started with only two Colleges and by the end of 1952 it had 19 Colleges under its direct management and 14 affiliated Colleges. The University which originally had only two Faculties—Arts and Science—has now, in addition to the above, the Faculties of Engineering and Technology, Medicine, Law, Education, and Commerce. The following institutions are under the control of the University :—

University Institutions.

1. Maharaja's College, Mysore.
2. Central College, Bangalore.
3. Maharani's College, Mysore.
4. Maharani's College, Bangalore.
5. First Grade College, Mysore.
6. First Grade College, Tumkur.
7. College of Engineering, Bangalore.
8. Medical College, Mysore.
9. Medical School, Bangalore.
10. Teachers' College, Mysore.
11. Commerce College, Bangalore.
12. Intermediate College, Bangalore.
13. Intermediate College, Chikmagalur.
14. Intermediate College, Chitaldrug.
15. Intermediate College, Davangere.
16. Intermediate College, Hassan.
17. Intermediate College, Kolar.
18. Intermediate College, Mandya.
19. Intermediate College, Shimoga.

Affiliated Colleges.

1. St. Joseph's College, Bangalore.
2. St. Philomena's College, Mysore.
3. Mt. Carmel College, Bangalore.
4. Sarada Vilas Intermediate College, Mysore. (Now First Grade College).
5. National College, Bangalore. (Now First Grade College).
6. Vijaya College, Bangalore.
7. Basappa Intermediate College, Bangalore.
8. Agricultural College, Bangalore.
9. Sri Krishnarajendra Silver Jubilee Technological Institute, Bangalore.
10. Law College, Bangalore.
11. B.D.T. College of Engineering, Davangere.
12. National Institute of Engineering, Mysore.
13. B.M.S. College of Engineering, Bangalore.
14. D. Banumaiah's College of Commerce, Mysore.

II. Structure of the University.

2. The Mysore University, like other Indian Universities, has to perform three main functions: (1) It has to provide general education including the Humanities and the Sciences to the very large number who seek a University education and who will become the intelligentsia of the country; (2) it has to provide professional training for those who aspire to enter the professions of Engineering, Medicine, Agriculture, etc. These professions have so greatly developed in recent times that they require men and women with much larger and more distinctive educational experience than was enough years ago: and (3) it has to provide the highest type of learning both in the Humanities and the Sciences, in its Honours and Post-Graduate courses, to the limited few who are capable of such learning and train them in the lines of original thinking, investigation and research.

3. With the influx of large numbers of students to the University as a result of the vast expansion of Secondary

Education in the single direction of academic studies, it has become extremely difficult to cope with all the above functions. The effect has been that the third and what is considered in some University circles to be its most important function, *viz.*, higher learning and research has deteriorated.

4. Three proposals were put forward before us in the hope that they would result in the raising of the standards of advanced learning to the levels to which a real University should aspire. We have given anxious consideration to these proposals, which we are stating, with our recommendations, in the following paragraphs.

(a) *Transfer of the Intermediate Colleges from the University.*

5. The transfer of the Intermediate Colleges from the University to another agency has been advocated on the ground that it will relieve the former of what is essentially pre-university work. We agree that the Intermediate marks the real branching off stage as it is only at this stage that a student completes a self-sufficient course of education which will enable him to decide whether he should enter life or continue his education further either in the University or in other institutions. We are, therefore, in agreement with the view that the Intermediate classes should be taken out of the University. We consider, however, that the relief that this would give to the University would not by itself be strong or sufficient reason for the transfer. There are more positive and stronger reasons which we have mentioned in Chapter IV.

6. To re-state them briefly now, the transfer of the Intermediate classes to Secondary Education will result in the providing of a long enough course of Secondary Education which will fit the pupils into life so that the rush to the University will be, in great part, diverted to channels of employment; it will remove the longstanding complaint of lack of co-ordination between the High School courses and Post-High School courses in respect of vocational studies and it will offer the best solution to the present day urge for education beyond the High School which cannot be absorbed by the University.

(b) *Agency for the Administration of Intermediate and High School Education.*

7. The transfer of the Intermediate Colleges from the University with the object of organising both Intermediate and High School Education as a single and separate unit will require a new agency to administer these grades. The Sadler Commission suggested the establishment of a Board of Intermediate Education and so did Dr. C. R. Reddy.

8. There has been a fear in some quarters that the transfer of the Intermediate Courses from the University will result in a lowering of the standards in the Intermediate, which are already low enough. But the real object of the reform is not the mere bringing together of Intermediate and High School Education but the provision of diversified studies at the Intermediate stage so as to divert the main student body to other channels of effort besides the University. There need therefore, be, no fear that academic standards will be lowered.

9. As the new Intermediate Courses are to be in two branches, the first leading to the University and the second leading to higher courses in the Technological Institutions, the direct control of the University in regard to the prescription of courses and the conduct of examinations in the first mentioned branch has been advocated. We understand the anxiety of the University authorities to safeguard their standards. But to create an independent body like the proposed Board for Intermediate and High School Education and to place one half of its sphere of work under the dual control of this body and the University would introduce the very complications of dual control which we wish to avoid. It will amount to taking away with one hand what we are giving with the other. Divided responsibility was the cause of the failure of the Entrance classes attached to the High Schools when the Mysore University was started. Dr. Brajendranath Seal deprecated this divided responsibility—" And then there is the trouble of divided responsibility. On the one side, you have the school management, departmental or otherwise, which does the preparatory work on behalf of the University and has to find for this responsible charge; on the other side, you have the University which visits, criticises, examines. The school

management breaks under this strain. Shoddy material is passed on to the University, and the University can only grumble,—it indulges in an occasional massacre, but massacre is no remedy."

10. A scheme which, in our opinion, will work well without impairing academic standards would be to create a Board with independent functions and to so arrange its composition that it will contain representative personnel corresponding to the functions which the Board would be expected to discharge, representatives of the University, representatives of Secondary Education, representatives of Technical Education and Technical Departments, etc. As a compromise between the idea of a single independent Board and that of direct control of the University, we would suggest that the proposed Board may function in two committees one dealing with the High School Branch, and the other with the Intermediate, the proportion of the representatives of the functional interests mentioned above being different for the two committees.

11. The idea of bringing Intermediate and Secondary Education together originated with the Sadler Commission and this idea has been upheld by many other subsequent expert bodies and commissions such as the Sapru Committee (on Unemployment in the United Provinces), the Central Advisory Board of Education (*vide* their report of 1944), the University Education Commission and Dr. C. R. Reddy. Attempts are reported to have been made in some provinces in North India to introduce the reform recommended by Sadler but the attempts do not seem to have succeeded. The reason appears to be that except that the Intermediate classes were attached to the High Schools, the essence of Sadler's reform, *viz.*, the diversification of Intermediate studies in practical directions, was not introduced. Moreover, the Sadler Commission envisaged the establishment of well equipped and well organised Intermediate Colleges functioning as full-fledged and effective educational agencies. In the places where the Sadler Scheme was tried, Intermediate Colleges conforming to this pattern were not established and hence their failure.

12. As the Sadler Commission stated, the plan of a separate Board would not do any good, but may do harm,

if ample resources are not placed by the Government at the disposal of the Board for thoroughly overhauling the courses of Intermediate and Secondary Education. We have taken note of the warning and have made provision for the funds needed, by our recommendation made in Chapter IV, that the present entire budget provision for Secondary Education (including Middle School and High School) and Intermediate Education be placed at the disposal of the Board together with the additional sum required for vocational studies. We have stated therein, that the savings resulting from the transfer of two classes to the Primary stage may be utilised for consolidation and for improving the quality of Secondary Education including the Intermediate.

(c) *Institution of Special Pre-professional Courses in the Intermediate.*

13. In Chapter IV we have suggested a curriculum for the Intermediate on the principle that at this stage the courses should be differentiated so as to fork out in two directions, one leading to the University and the other to higher courses in the Technical Institutes. Accordingly, we have recommended the following curriculum :—

Group A—(1) Mother-tongue or Samskrita, (2) Kannada or Hindi and (3) English and one of the following groups—

Group B—Humanities or Sciences.

Group C—Vocational Group.

Admission to the University Courses is to be open to those taking Groups A and B, while those taking Groups A and C are to branch off to the higher technological courses.

14. A suggestion which was discussed at great length during our deliberations was that special courses leading to Engineering, Medicine, etc., should be instituted at the Intermediate level. Several reasons were advanced for the proposal. Once specialisation is conceded by providing courses leading to the University, such as I.A., I.Sc., and I.Com., the differentiation might well be carried further. The requirements of the Medical and Engineering Courses need special

earlier preparation, which would not be possible with the ordinary C.B.Z. or P.C.M. combinations, respectively. For instance, one of the drawbacks of our Engineers is lack of skill in drawing and it would be a great advantage to introduce technical drawing in the Intermediate Course by cutting down a certain amount of Chemistry—Organic Chemistry for instance—which is not needed for Engineering. Similarly, a course which would be well suited as a pre-medical course would have to contain Physics, Chemistry, Biology and also Psychology. There is also, at present, a move to shorten the duration of professional courses. This will be possible only if the Intermediate courses are specifically orientated to such specialised studies.

15. The suggestion for special courses has been opposed on several grounds. It was pointed out that the special course had been tried before and dropped; that one of the basic principles underlying the committee's proposals for re-organisation was that the process of specialisation should be slow and gradual in the student's career; that determining future careers even at the stage of completion of the High School would not be fair to pupils who had yet to develop their aptitudes; that at this stage pupils could not be expected to decide whether they would become Engineers or Doctors; that the proper stage for selection would be just at the time of admission to the professional colleges; that if the University were to prescribe particular combinations of subjects and fix qualifying minima for admission to each course the purpose of selection would be served. The argument that the rush to the professional colleges would be prevented by making a selection at an earlier stage was not valid as earlier selection would only mean a knocking at the gates by a larger and less knowing number, two years earlier.

16. It was also pointed out that the introduction of special Intermediate courses would preclude graduates from entering the professional colleges. In Mysore, there were quite a large number of B.A., M.B.B.S., or L.M. & S., medical men of the highest order, and that B.A., B.E.'s, B.Sc., B.E.'s, in the Public Works Department had earned great reputation as Engineers. It was considered necessary to reserve a certain number of seats for graduates.

17. We have considered both sets of views. While we realise that the idea underlying the special courses is the raising of the standards of professional education by the selection of students with the requisite ability and the special training, we are inclined to the opinion that the institution of the special Intermediate Courses would mean rather premature and unnecessary specialisation. The objective of high standards could be better realised by insistence on a high admission qualification for entry to the professional colleges. Now that under our proposals, the University is to have complete freedom in regulating admissions to all its courses, we trust that it will be possible for the University to maintain and even improve the standards of professional education by proper selection among the applicants without introducing the special courses.

(d) *Transfer of Professional Colleges to the concerned Departments.*

18. Professional Education has developed considerably since the University was founded in 1916. It started with only one college, the Engineering College, Bangalore, and now we have four professional colleges directly under the University, *viz.*, the Engineering College, Medical College, Commerce College and the Teachers' College, and six affiliated colleges. Four of the latter are managed by the Government, *viz.*, the Agricultural College, the Law College, the Sri Krishnarajendra Technological Institute, the Engineering College, Davangere. The other two, *viz.*, the B. M. Srinivasiah Engineering College and the National Institute of Engineering are private colleges.

19. Some difficulties which the University has been experiencing in regard to the organisation of the professional colleges were brought to our notice. One great difficulty was the lack of co-ordination. On the staff of the Engineering College are persons belonging to the Engineering Department and the tendency of these teachers would naturally be to look forward to higher administrative or other posts in the Department. Their services to the college would be lost, just at the time when their experience as teachers is reaching maturity. The case of the Medical College is similar. Furthermore,

the Medical College is under a dual control as the teachers are drawn from the Medical Department. The question of their transfers often creates delicate situations. The teachers in the Medical College complain about their poor scales of pay, especially in view of the fact that service in the Medical College deprives them of private practice which they would have as Doctors in the Medical Department. Again, no Medical College can work without a well-equipped Hospital. But for want of independent funds, the University cannot have its own hospital and so has to make use of the Government Hospitals. Dual control, therefore, results, and this causes many administrative difficulties.

20. Lack of opportunities for field work has been pointed out as another present drawback. In the professional colleges run by the University it is obviously impossible to provide for that range of practical field work which the Departments could. No doubt, the teachers being departmental men, have experience of field work but this experience is limited as they are taken on to the staff of the University when they are comparatively young in service. Further, if students are to get a perspective of the work they would have to do in their respective fields, wide opportunities for field work and practical training should be provided. These opportunities cannot be given satisfactorily under the present system of dual control.

21. The suggestion has, therefore, been made that the professional colleges now under the management of the University should be transferred to the concerned Departments, as a solution to these difficulties.

22. This suggestion has received our earnest consideration. We would recall the observations made by the University Education Commission and the suggestions made by Dr. C. R. Reddy in this regard. They have stated their views in clear terms that professional education should be the concern of the University and one of its main functions. Dr. Reddy even recommended that not only the existing University Professional Colleges should continue as such but that all the other affiliated professional colleges should be taken over by the University.

23. In our opinion the reasons for University management are strong and convincing. Firstly, we have to consider the new role that professional education has to play in independent India and in the present days of progress. In the old days, Medical Colleges produced more medical practitioners than physicians and surgeons who might be expected to advance the knowledge of Medical Science; the old Engineering Colleges turned out subordinate engineers and engineers for the administration of the Engineering Department and but few engineers who could undertake national enterprises requiring all the modern knowledge needed for such undertakings. No doubt, some were sent abroad, but their number was very small and most of them underwent routine courses at the Western Universities. But things are different now and our Universities are required to produce men with highly developed knowledge and initiative. An atmosphere of research is to be created in the professional colleges no less than in the colleges for the pure sciences. If research is to develop on effective lines, the professional colleges would have to work in close co-operation with the scientific and other allied departments of the University. All this would not be possible in Government Colleges. As regards field work, traditions of smooth co-ordination and joint effort must be built up between the University and the Government Departments. As these traditions develop, the present administrative difficulties will become less insurmountable. As regards appointments, we have endorsed the principle that the scales of pay in the University should be such as to compare favourably with those in the Government Departments or in the other services so that able professors will not seek for a change either to the higher administrative appointments in the Departments or to posts elsewhere.

24. There are other reasons also against the transfer. The Mysore University was established as a Teaching University and had the pride of place as the first Indian University to come into existence with teaching functions. It embarked upon a new line of University activity which was not within the purview of the neighbouring affiliating and examining Universities. The transfer of the professional colleges to Government would destroy the original character of the University and take the colleges back to the original conditions of mere affiliation and examina-

tion, dissatisfaction against which was the motive force which brought it into existence.

25. Furthermore, if the Intermediate Colleges were to be transferred from the University, and if the professional colleges too were to be taken out of its purview very little would remain of the University. There would be no University atmosphere but only that of a Research Institute. While research is undoubtedly an essential function of the University, it should by no means be considered its sole function, if it is to fulfil its real role in the educational structure.

26. We, therefore, recommend that all professional education should be organised in the University Colleges and that such of the professional colleges as are now managed by the Government should be transferred to the University.

III. Revision of the University Act.

27. We have considered in detail, the provisions contained in the Draft Mysore University Bill prepared by Dr. C. R. Reddy. Our recommendations in regard to these provisions are given below. If the recommendations are accepted, it will be necessary to appoint a Drafting Committee to revise the original Draft Bill in the light of these recommendations.

A. Officers of the University.

(1) *Pro-Chancellor.*

28. Section 8 of the Mysore University Act, 1933, relates to the appointment of the Pro-Chancellor. We are of the opinion, that Section 8 referred to above, which reads as follows, may be retained :—

"The Chancellor may, at any time appoint a Pro-Chancellor to exercise such powers and functions of the Chancellor as may be delegated to him by the Chancellor. The Pro-Chancellor shall, in all public functions connected with the University, take rank and precedence immediately after the Chancellor,

The Pro-Chancellor shall hold office during the pleasure of the Chancellor ".

(2) *Vice-Chancellor.*

29. We endorse the principle that the appointment of the Vice-Chancellor of the University should not be thrown open to elections. The reasons have been clearly explained in the report of the University Education Commission and the report of Dr. C. R. Reddy. The Vice-Chancellor must be a man who is above politics and personal influences. We recommend his nomination by the Chancellor.

We recommend that the Vice-Chancellor should be a whole-time officer of the University appointed by the Chancellor for a period of five years in the first instance, and for subsequent periods of three years each with the proviso that the Vice-Chancellor is always to hold office during the pleasure of the Chancellor.

(3) *Registrar.*

30. Taking into consideration the importance of the Office of the Registrar of the University, we are of the opinion that his appointment also should vest in the Chancellor.

31. We recommend that the Registrar should be a whole-time officer of the University appointed by the Chancellor on the recommendations of the Syndicate on such terms as may be fixed by the Statutes, and that he shall hold office during the pleasure of the Chancellor.

B. FINANCE.

32. That the University of Mysore is on a different footing from other Departments of Government is clear from the fact that it is a body corporate established under an Act of Government. Its funds are almost entirely derived from Government, but as a corporate body, established under the Statute, the University is in the position of a trustee of Government funds. It must, therefore, have freedom to expend its funds in the manner of

a trustee, in pursuit of legitimate functions unfettered by limitations which hamper its day to day activities. "A system of full Government control of a teaching University, even if the University is wholly financed by Government, has very little to recommend it. No University is likely to work well unless the sense of responsibility is brought home to its teachers and in the second place to those who are immediately entrusted with its financial administration". A trustee must be trusted and must have freedom.

33. But as the Chief Minister in his speech inaugurating the work of our Committee said, sovereignty now vests in effect with the Legislature. In the present context, the ultimate power vests with the Legislature and the University grant is a votable item. The Government should, therefore, have the right to retain certain powers over the University. "The University must form part of the economic and educational planning that the Government undertakes".

34. We have considered with care both the arguments for University autonomy and those for vesting some amount of control in the Government as the agency of the Legislature for the payment of funds. We have attempted to evolve a plan which would harmonise the two points of view by conceding the demand for autonomy while at the same time providing for necessary Governmental control. We accordingly make the following recommendations :—

(*a*) We recommend that a Block Grant be made to the University and that once the Budget Estimates are sanctioned by Government, the University should be free to utilise the grant. We are of the opinion that Section 18 of the Act of 1933 makes satisfactory provision for the funding of the receipts of the University and for the management of its funds and recommend that the provisions of this section be adhered to strictly.

(*b*) We recommend that a Finance Committee should be constituted for considering the Financial Estimates of the University, its Accounts, the Audit Reports and all

fresh proposals involving expenditure not provided in the Budget with the following personnel:—

(i) The Vice-Chancellor (*Chairman*);

(ii) The Secretary to Government, Finance Department; and

(iii) Two members appointed by the Syndicate.

(*c*) We also recommend that visitorial powers be vested in the Government of Mysore as provided for in Section 12 of the Draft Bill prepared by Dr. C. R. Reddy.

35. The Block Grant will enable the University to function freely within the limits of the grant without interference in the day-to-day matters of financial administration. At the same time, by the power of the cut, the Legislature will have an overall control over the University. This will be the normal way of exercising control, the visitorial power being an additional safeguard to be used only in special circumstances.

C. Appointments.

36. The type of teachers chosen is an indispensable element in academic efficiency. The reputation of a University depends on the members of its faculties and it, therefore, follows that as a body corporate, established by Statute, it should safeguard its prestige and therefore, one of the essentials of University Administration is the setting up of a special machinery for appointing its teaching staff. Not only a distinguished academic record and teaching ability but also original work should be considered as necessary qualifications for a member of the University staff.

37. We have read the statement in the Report of Dr. C. R. Reddy that "the loss of control of the University over appointments" has been a contributory cause for the deterioration of its standards. The University has a great responsibility to shoulder and a corollary of responsibility being freedom, the University must be allowed to have its own machinery for making appointments in view of its special requirements. The existence of the Public Service Commission has been pointed out as a factor to be taken into account in this connection. Public Service Commissions, may, no

doubt, appoint *Ad hoc* Committees of experts for helping them to decide certain appointments or invite experts to their counsels. But responsibility cannot be divided without undesirable results. What is required is a continuous and zealous watch over appointments in the interests of a steady and continuous policy. Every single appointment must be made with a perspective over the whole gamut of appointments in the University. All things considered, we think that the University must have its own statutory body for making appointments. We, therefore, recommend that a "Board of Appointments" be constituted as follows:—

(1) The Vice-Chancellor (*Chairman*);

(2) The Principal, Central College (for Science subjects) or Principal, Maharaja's College (for Arts subjects);

(3) Two Specialists from outside the State; and

(4) The Professor of the subject concerned.

38. In regard to appointments to the teaching staff, the decisions of the Board of Appointments should be final. In respect of other appointments the University should have power to make appointments in accordance with the rules adopted by the Public Service Commission.

D. University Employees.

39. We have considered the position of the employees of the University in its future set up. At present, the employees of the University are Government servants subject to the provisions of the Mysore Service Regulations. The change in the character of the University, from a Government Department that it is to-day, to a public corporation as now envisaged, will necessitate a change in this position. The teachers of the University and other employees cannot be under two loyalties—one to Government and the other to the University. We are, therefore, of the opinion that all teachers and other members of the University establishments should be considered as University employees and transferred to the control of the University.

40. A question was raised during our discussions as to the position of the Board of Appointments *vis a vis* the Public Service Commission. The essence of university autonomy is the power to make appointments according to the needs of the University. We have, therefore, recommended the constitution of a Board of Appointments which will function as its agency for recruiting the proper staff. Once this Board of Appointments comes into being, appointments to the University by the Public Service Commission will cease. Another point was raised as to the position of the present staff, whether they should continue as Government servants or as University employees. We are of the view that for the reasons already stated, all employees of the University including the present teachers and future entrants should be considered as University servants under its disciplinary control ; but one safeguard will have to be provided, *viz.*, that as a result of this change-over no employee is adversely affected in his present emoluments or in his future prospects. As regards pension rules, etc., they should be given the option to continue under the rules of Government or to come under the University rules that may be framed in this behalf. We expect that the University will, to a large extent, adopt the Government Service Regulations with such changes as it may deem essential.

E. Service Allocation Committee.

41. We have considered the transitory provisions to be made in respect of transfer of Government servants to the University and the staff of the Intermediate Colleges to be transferred to the Board of Intermediate and High School Education.

We recommend the constitution of a Service Allocation Committee as follows :—

(1) The Vice-Chancellor (*Chairman*);

(2) The Director of Public Instruction ;

(3) The Secretary to Government, Finance Department ; and

(4) The Secretary to Government, Education Department.

F. The Senate.

42. Keeping in view the principle suggested by the University Education Commission that in the composition of University Senates, there should be a two-fold balance (*a*) between the academic and non-academic members, and (*b*) between University representatives, affiliated Colleges representatives and external members, we recommend that the Senate of the Mysore University be reconstituted as follows :—

Class I—Ex-officio.

(*a*) The Vice-Chancellor and other members of the Syndicate ;

(*b*) The Principals of University Colleges ;

(*c*) The Deans of Faculties ;

(*d*) The Principals of First Grade Colleges ; Affiliated First Grade Colleges and Professional Colleges ; and

(*e*) The University Professors.

Class II—Elected Members.

(*f*) Twelve persons elected by Registered Graduates from among themselves ;

(*g*) Four persons elected by the Academic Council from among its members ;

(*h*) Four members elected by and from the Legislative Council, and

(*i*) Eight members elected by and from the Legislative Assembly.

Class III—Nominated Members.

(*j*) Nine members nominated by the Chancellor.

Class IV—Other Members.

(*k*) Every person or nominee of a Corporation that contributes to the University Fund for the general purposes of the University a sum of not less than one lakh of rupees, or transfers property of the like value may become a member for a term. The contribution for life membership may be fixed at Rs. five lakhs.

Class I and Class II (*g*) would contain academic members. Class II (*f*), (*h*) and (*i*) and Classes III and IV would consist of others. Among the other members would be representatives of Registered Graduates, Donors

and members of the Legislature. Provision for representatives of Professions, Industry and Commerce, etc., which has been recommended by the University Education Commission has been made under Class III.

G. The Syndicate.

43. In the Governing body of the University, there should be, as the University Education Commission have indicated, an even balance between academic and non-academic members. We do not agree with Dr. C. R. Reddy's view that members of the University staff should be excluded from the administration of the University. We recommend that the present name "The Council" be changed to "The Syndicate" and that its composition be as follows :—

1. The Vice-Chancellor;

2. The Director of Public Instruction;

3-6. Four Principals of Colleges to be nominated by the Chancellor as follows :—

Two from among the Principals of University Colleges;

One from among the Principals of Professional Colleges. and

One from among the Principals of the Affiliated Colleges.

7-11. Five members to be nominated by the Chancellor (Including one representative of the Managements of Affiliated Colleges);

12-14. Three persons elected by the Senate from among its members who are not on the staff of the University or of Affiliated Colleges; and

15-16. Two persons elected by the Academic Council from among its members.

IV. Salary Scales.

44. The following is an extract from the Report of the University Education Commission (pages 70-71, Vol. I): "*Low salaries of teachers*—Then the Universities are finding it hard to retain their best teachers. The good

old times when the profession of teaching attracted those whom no worldly rewards could tempt are no more. In this age of money economy and profit motives it is vain to expect that teachers alone would rise above the spirit of the times. Salaries which the Universities cannot command but industries and governments easily offer are taking the cream away and leaving the staff poorer, envious and discontented.....The factors which are responsible for the demoralisation and denigration of the teacher must be removed and a healthy atmosphere restored. For the teacher is the corner-stone of the arch of education, he is no less if not more than books and curricula, buildings and equipment, administration and the rest".

The present deterioration in standards is partly due to the low salaries paid to teachers in the University.

We recommend that the following grades of appointments and scales of pay for the University staff be adopted:—

(1) Tutors and Demonstrators on a fixed pay of Rs. 100 per mensem for a period of two years.

(2) Lecturers—Rs. 150—12½—350/E.B. 20—450.

(3) Readers—Rs. 450—20—650.

(4) Professors—Rs. 650—50—1,000.

We are of the view that while recruitment to the posts of Readers and Professors would be by advertisement, it should be open to any Lecturer, if eminently qualified, to be appointed to these posts.

V. Academic Re-organisation.

(i) *Academic Ordinances.*

45. Academic Freedom, Financial Freedom and Administrative Freedom are closely inter-related and cannot be separated from one another. In fact, the two latter are means to the first, which is indeed, the most essential condition for the efficient discharge of the functions of the University. As things stand now, even

academic ordinances have to be submitted to Government for approval. Thus, even in academic matters, the University is now in the position of a Government Department. This position should be changed. The decision of the University in all academic matters should be final and we recommend that relevant provisions of the University Act be amended accordingly.

(ii) *Courses of Study—Pass Courses.*

46. Keen dissatisfaction has been felt with the existing structure of the pass courses, especially of those in Science. We recommend that these courses should be re-organised.

47. There was considerable discussion regarding the length of the pass course. Some of us were of the view that in order to increase efficiency, the duration of the pass course should be increased by one year. The general opinion was, however, that it was not desirable to do so in the present economic situation. Besides, it is not advisable for the University of Mysore to depart from the model adopted in the neighbouring universities. It is hoped that with proper screening at the end of the Intermediate course, there need be no apprehension of any lowering of standards by reason of a two-year course.

48. It is our opinion that the Honours courses might continue to be of three years' duration as at present. These courses are intended for students who want to specialise in a particular subject and should form a special feature of University Education.

49. As regards the Master's Degree course, we are of the view that with the re-organization of the B.A. and B.Sc. courses the duration of the Master's Degree after the Pass Degree should be of two years.

(iii) *Medium of Instruction.*

50. We have considered the Report of the Kannada Medium Sub-Committee of the University Re-organisation Committee whose recommendations have been

referred to in the historical review in Chapter II of the Report. An extract from the Report is given below :—

"If all subjects have to be taught in Kannada at the Intermediate level in 1955-56 immediate steps will have to be taken to publish text-books in Kannada in all the optional subjects. On an average, two text-books of about 400 demy octavo pages in Physics, Geography, Chemistry, Mathematics, Botany, Zoology, History, Economics, Ethics, Psychology, Logic, Political Science, Social Science and Home Science will be required."

51. In order to be able to have thirty-six text-books ready by the beginning of the academic year 1955-56 the immediate steps to be taken by the University are: (*a*) setting up of fifteen editorial boards, *i.e.*, one for each subject, (*b*) establishing a publication department with a full-time officer of the status of a Professor, and (*c*) securing printing presses for the printing of thirty-six text-books in two years.

52. We recommend that Kannada be introduced as the medium of instruction at the Intermediate stage and that necessary steps be taken immediately to get the required text-books prepared.

53. It will take a few years—we trust that it will be as few as possible—to introduce the Kannada medium in the Intermediate stage. For the present, English will have to remain as the medium of instruction in the Degree classes and we think that it is premature to make recommendations in this regard now. We are of the view that the possibility of its replacement by the regional language may be considered in the light of experience gained after changing the medium at the Intermediate stage.

(iv) *General Education.*

54. The dissatisfaction with over-specialisation in Western Education, brought about by the highly specialised conditions of Western life, has led to the recent tendency to lay emphasis on General Education which should cover ' the entire range of nature and society " and thus help to build up balanced personalities. In the opinion of the University Education Commission, of all the educational movements in the Western World in recent

decades, the search for a " Core programme " of General Education has been the most significant and far-reaching.

55. General Education for culture and balance is an old idea ; but what is new is, to use the words of President Conant of Harvard, its application to a system of Universal education. The content of the core programme is its central problem. Basic Education, we believe, offers the best solution, so far. We have expressed our opinion that Basic Education should be the pattern of Primary Education. At the Secondary stage, we have recommended a curriculum which includes languages, humanities, sciences and a vocational programme. But we must point out that it is not so much the actual content of the curriculum as the spirit in which it is taught and learnt, that produces balance and culture. There is much experimentation to be done but we can keep the goal in view and proceed with our efforts.

56. At the University stage, however, even for the generality of the pupils, a rather severe specialisation begins. The students either take the Arts or the Science Group ; the former miss the culture of the Sciences and the latter, that of the Humanities. How a composite core programme could be fitted into the education imparted by the University to rectify this defect without impairing the standard of higher learning is a problem yet to be solved. But the solution is much needed. It will save us from the difficulties from which Western educators are trying to find an escape. As the General Education core will run through the whole educational structure, it will, if properly devised, give a cultural imprint, essentially Indian to our education and will be a cementing force in our new democracy. We recommend, therefore, the development of a Core Programme for all Faculties on the lines suggested by the Report of the University Education Commission.

(v) *Social Service and University Settlements.*

57. The Mysore University Settlement was founded in 1939 following the ideals of Toynbee Hall. It had a two-fold aim, to encourage University students to work for the welfare of the poor, and to attempt a solution of the

problems which they had to face in the course of this work, under the guidance of experienced social workers.

58. The work done under the Settlement Scheme included Adult Literacy classes, survey of economic conditions in the communities amongst whom work was done, organising games and sports for children, entertainments for adults, " Clean Up " work, etc. In 1941, a permanent settlement was organised at Marconahalli, for training students in Social Service. The settlement was later abolished for reasons chiefly financial.

59. Manual Labour and Social Service are now to form an integral part of our education according to our recommendations. We have dealt at length with this aspect of educational activity in the Chapters on Secondary Education, and Health and Extra-Curricular activities.

60. We are of the opinion that students in all stages, of course with due regard to their age and ability, should be encouraged to take part in these activities and that proper facilities must be afforded to them for this purpose. On account of their mature age and experience, University students can take part in social service and activities involving manual labour in a greater measure than those in the earlier stages. University students who take up such work must take it up with sympathy and understanding and an earnest desire to help the people among whom they work. We believe that the urge for social services will be a strong one among our students in the days of our independence when we are attempting to build up a new India.

61. We recommend that the University Settlements must be revived so as to enable both men and women to participate in social service, and so that the gulf between the rural and urban population might be bridged. We recommend further that a Central Bureau be established for this purpose.

(vi) *Women's Education.*

62. We have discussed the question of Women's Education in Chapter X.

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VI. Other Administrative Matters.

(*a*) *Control of Affiliated Colleges.*—

63. The University has a responsibility not only to its own Colleges but also to all affiliated colleges and one of its duties is to safeguard that the latter are run on efficient lines. The existing Statutes and Ordinances make provision for maintaining the efficiency of the Affiliated Colleges, by laying down conditions for their affiliation and to assure their satisfactory working. But owing to various causes, the University has been unable to enforce the application of these Statutes and Ordinances. We are strongly of the view that the University must be fully vested with the control over affiliated colleges as laid down in the Statutes and Ordinances.

(*b*) *Admissions.*—

64. We have considered the dangers of admitting students far in excess of the number that could be admitted with due regard to equipment and staff. The University is held responsible for maintaining proper standards of teaching, but the unduly large number of admissions cut at the very root of efficiency. We, therefore, recommend that the University should be given the power to restrict the number of admissions in the best interests of satisfactory standards of work.

(*c*) *Psychological Tests.*—

65. It is also our considered opinion that it is desirable to take into consideration the results of suitable psychological aptitude and attainment tests in making admissions to the University.

(*d*) *Reservation of Seats.*—

66. We recommend the adoption of the rules in force in Madras State regarding the reservation of seats for educationally backward classes and the scheduled castes.

VII. Financial Implications.

67. An estimate of the financial implications of the proposals of the Sub-Committee on University Education is given overleaf.

A. *Structure of the University.*—

	Rs.
Government Grant to the University ..	47,50,000
Deduction to be made on account of the transfer of the Intermediate Colleges and the Medical School	24,83,350
Grant to be administered by the University ..	22,66,650

B. *Academic Re-organisation.*—

Kannada as the medium of instruction: This will involve a minimum outlay of Rs. 7.5 lakhs. The establishment of a University Press is absolutely essential. A provision of Rs. 2,00,000 non-recurring and Rs. 50,000 recurring will be necessary for the Press. It is expected that the entire outlay will be recovered by the sale of books.

C. *Women's Education.*—

The introduction of Home Science and Music courses in both the Women's Colleges will cost Rs. 1,50,000 non-recurring and Rs. 50,000 recurring.

D. *University Settlements.*—

University Settlements may be established near Bangalore and Mysore including one in Shimoga or Chitaldrug. These settlements may be combined with Community Projects. The estimated additional expenditure is Rs. 1 lakh recurring for each settlement.

E. *Salary Scales.*—

The revision of the salary scales will require an additional expenditure of Rs. 6,00,000, but the actual share of the University will be much less than this figure on account of the transfer of the Intermediate Colleges to the Board of High School and Intermediate Education.

ABSTRACT.

Expenditure.

	(Rupees in lakhs) Capital Expenditure	Recurring Expenditure
Production of Kannada books for the Intermediate	7.5 plus 2.0	0.4 0·5
Introduction of Home Science and Music in both the Women's Colleges.	1.5	0.5
University Settlement ..	..	2.0
Salary revision ..	..	6.0*

Receipts.

Sale of books ..	..	7.5
Fee revision, etc. ..	..	3.50

*For the revision of scales for the entire staff as at present.

Chapter VII.

THE TRAINING OF TEACHERS.

1. We have given a historical review of the developments which have taken place in Teacher Training, in Chapter II of this report.

I. Present Provision.

2. The following institutions train teachers of various types and grades in the State at present (*vide* Table II—page 210).

1. University Teachers' College, Mysore.
2. Government Men's Training College, Mysore.
3. Maharani's Women's Training College, Mysore.
4. Zenana Normal School, Mysore.
5. District Normal School, Bangalore.
6. District Normal School, Tumkur.
7. District Normal School, Shimoga.
8. Sacred Heart Training School, Bangalore.
9. Teachers' Training Centre, Vidyanagar.

A. *Training of Graduate Teachers.*

3. The training of graduate teachers is done in the University Teachers' College at Mysore, where provision has been made for training about 80 teachers every year. The Department of Public Instruction deputes 55 teachers in service every year for training and the remaining 25 places are filled up by private candidates on a stipendiary basis. The stipends are of the value of Rs. 30 each per mensem and carry free-studentships with them. Occasionally some paying students are also admitted, the fees being Rs. 10 per mensem for men and Rs. 5 per mensem for women. The course extends over a period of one academic year.

B. *Training of Under-graduate Teachers.*

4. There are three institutions in the State for training under-graduate teachers, *viz.*,

1. Government Training College for Men, Mysore.
2. Maharani's Women's Training College, Mysore.
3. Sacred Heart Training School for Women, Bangalore.

The three institutions above, together train about 200 teachers every year, including deputed teachers and private candidates. Stipends are awarded to deserving private students.

C. *Training of Primary School Teachers.*

5. The following institutions offer Training Courses for Primary School teachers in the State :—

1. Government Training College for Men, Mysore, for teachers in Kannada and Urdu Schools.
2. Maharani's Women's Training College, Mysore, for teachers in Kannada Schools.
3. Zenana Normal School, Mysore, for Women Teachers of Urdu Primary Schools.
4. District Normal School, Tumkur, for teachers in Kannada Schools.
5. District Normal School, Shimoga, for teachers in Kannada Schools.
6. Special Training Centre, Vidyanagar, for teachers in Kannada Schools.
7. The Sacred Heart Training School, Bangalore, for Women Teachers of English Primary Schools.
8. The Basic Training Centre at Vidyanagar for men teachers in Basic Primary Schools.

6. The above six institutions together train about 650 teachers each year including deputed teachers and private candidates. With the exception of the Training Courses at Vidyanagar, all the other training institutions offer a two years' course. The special Training Centre at Vidyanagar which was started a few years ago as an emergency measure trains about 300 teachers every year and offers

a one-year course. The Basic Training Course also extends over a period of one year only and about 50 teachers are trained every year. Admission to this Course is restricted to those who have already undergone the general Teacher Training Course, *i.e.*, those who have passed the Teachers' Certificate (Lower) Examination.

D. *Training of Nursery School Teachers.*

7. This Course which extends over a period of one year is being run on a temporary basis in the Women's Training College at Mysore. About 30 teachers are trained every year. Stipends are awarded in deserving cases. There are no deputed teachers.

II. Defects of the Existing System.

8. The main defects of the existing system are :—

(1) The importance of planned and systematic teacher training is not adequately recognized.

(2) The profession of teaching is not attracting suitable persons in adequate numbers.

(3) Women are not coming forward in adequate numbers to enter the teaching profession.

(4) The existing method of recruiting and appointing teachers does not ensure the selection of persons with the required ability for the profession of teaching.

(5) A large majority of the Primary School teachers possess only an Upper Primary or Middle School Certificate and consequently they are not adequately equipped to become teachers. (*See* Table I).

(6) The percentage of trained teachers is very low at all levels, *viz.*, 31 per cent at the Primary School level, 47 per cent at the Middle School level and 37 per cent at the Graduate level.

(7) There is a serious lack of correlation between supply and demand in the provision made for the training of teachers at all levels. We are training teachers of Nursery and Basic Schools in excess of our actual requirements but in the case of Primary, Middle and High Schools, the numbers trained every year are very inadequate.

(8) Almost all the teacher training institutions are Government institutions at present and sufficient encouragement is not being given for the starting of Aided Teacher Training Schools and Colleges.

(9) There is no provision for the training of certain types of teachers, *viz.* :—

(*a*) Teachers of languages like Kannada, Urdu and Hindi ;

(*b*) Teachers of technical subjects like, Music, Drawing and Painting, Domestic Science, Commercial subjects, etc., and

(*c*) Men teachers of English Primary Schools and Tamil Primary Schools.

(10) The training of Physical Culture Instructors has not been provided for on a permanent basis, but occasionally, short courses are organised.

(11) The number of teacher training institutions of the residential type is not adequate. There is only one at Vidyanagar.

(12) The provision made for Refresher Courses for Trained Teachers is very inadequate.

(13) The training of teachers at different levels is not co-ordinated.

TABLE I

TEACHERS IN MYSORE STATE—1951-52.

Type of Institution	Un-trained								Trained						Total		Total
	Graduates		S.S.L.C's		Non-S.S.L.C.'s		Total		B.T.		U.G.T.		V.T.C.		Total		
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	
Primary Schools	..	1	1,388	211	11,420	1,716	12808	1,928	2	9	288	140	3,147	977	5,437	1,126	18,245	3,054	21,299
Middle Schools.	92	40	1,654	247	184	88	1,930	375	59	36	1,229	250	429	75	1,717	361	3,647	733	4,380
High Schools ..	1,156	129	138	50	145	30	1,439	209	449	118	107	115	101	53	657	286	2,096	496	2,592
Training Schools.	..	..	..	..	..	..	..	..	49	13	..	..	24	13	73	26	73	26	99
Offices ..	31	..	..	..	..	..	31	..	129	..	..	..	..	..	129	..	160	..	160
Total ..	1,279	170	3,180	508	11,749	1,834	16,208	2,512	688	176	1,624	505	3,701	1,118	8,013	1,799	24,221	4,309	28,530
Total ..	1,449		3,688		13,583		18,720		864		2,129		6,819		9,812		28,530		

TABLE II

EXISTING PROVISION FOR TEACHER-TRAINING IN MYSORE—1952-53.

	B.T.		U.G.T.		Kan. V.T.C.				Urdu V.T.C.				Spl. Trg. Course		Basic Trg. Course		Nursery Trg. Course		Trg. Course for Eng. Schools	
					I Yr.		II Yr.		I Yr.		II Yr.									
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
1. Teachers' College, Mysore	69	19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2. Men's Training College, Mysore ..	..	..	110	..	68	..	54	..	39	..	31	..	..	..	..	..	..	..	..	..
3. Women's Training College, Mysore ..	..	..	..	62	..	54	..	30	..	..	..	..	..	..	..	..	..	34	..	..
4. D. N. S., Bangalore	..	..	..	..	55	9	49	3	..	..	..	..	..	..	..	..	..	..	..	..
5. D. N. S., Tumkur	..	..	..	..	54	10	37	4	..	..	..	..	..	..	..	..	..	..	..	..
6. D. N. S., Shimoga	..	..	..	..	38	2	33	3	..	..	..	..	..	..	..	..	..	..	..	..
7. Zenana N. S., Mysore	..	..	..	..	..	..	..	..	..	40	..	38	..	..	..	..	..	..	..	..
8. Vidyanagar, Bangalore District ..	..	..	..	..	..	..	..	..	..	..	..	..	272	..	45	..	..	..	..	..
9. Sacred Heart Training School, Bangalore.	..	..	..	24	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7	6
Total ..	69	19	110	86	215	75	173	40	39	40	31	38	272	..	45	..	..	34	7	6
Total ..	88		196		290		213		79		69		272		45		34		13	

III. Recommendations.

(A) *General.*—

9. We are convinced that most of the disappointing results of education in Mysore are mainly due to the inadequate educational equipment of the teachers. We recommend that in the scheme of re-organisation top-priority should be given to the improvement of the general equipment of the teacher and to his professional training.

10. We note with regret that the profession of teaching is not at present attracting suitable persons in adequate numbers. In view of the enormous responsibilities that the teacher has to shoulder as the trustee of the children of the country we recommend that the salaries and grades of teachers should be more attractive than the salaries and grades of persons with equivalent qualifications in other departments.

11. To facilitate the selection of those who possess the required ability to become teachers we recommend that a competent person or a body of persons should invariably interview the applicants before they are appointed as teachers.

12. We very carefully considered the suggestion that every student should be compelled to work for about six months or one year as a teacher before he is awarded the High School certificate or a degree. We are aware of the good intentions of those who have made this proposal but we are convinced that in the long run it will prove to be more harmful than helpful. It may be that by adopting the proposal the problem of securing an adequate number of teachers may be solved for the time being, that the Government might be able to reduce expenditure to a certain extent and that the students too may be made to realize the importance of social service, but we cannot forget the basic fact that teaching can be fruitful only if it is done voluntarily and willingly. We cannot entrust our children to the care of any and every sort of person irrespective of his ability and willingness to be a teacher. We want our children to be taught by trained persons and not novices.

13. In view of the proposed re-organisation of Primary and Secondary Education, we recommend that the inspection of Primary Schools and Secondary Schools may be separated and entrusted to two different sets of officers.

14. Since the inspecting officers do not have the necessary qualification to give proper guidance at the Secondary level to the teachers in any subject other than the one in which they have themselves specialized and since they are likely to be mainly engaged in administrative matters, we recommend the appointment, at an early date, of subject supervisors in sufficient numbers with the object of improving the courses of study, the text-books and the methods of teaching the various subjects.

15. We consider that it is desirable to have at least one trained teacher with special training in experimental psychology on the staff of every Teacher Training School.

16. We recommend that preference should be given to those who have taken Education as an Optional Subject for the B.A. or B.Sc. in the following cases :—

(*a*) when admissions are made to Teacher Training Colleges, and

(*b*) when appointments are made by the Department of Public Instruction.

(B) *Nursery Schools.*—

17. There were 64 Nursery Schools in the State during 1951-52. A Nursery School Teacher Training Section is being run in the Women's Training College, Mysore, on a temporary Grant-in-aid basis at an annual cost of about Rs. 9,300. During the current year 34 women teachers are under training, 30 of them receiving stipends of Rs. 20 per mensem each. We have been informed that many of the trained Nursery School mistresses are not willing to take up appointments in mofussil places where there is a demand for trained persons and that some of them have become teachers in Primary Schools. In these circumstances, we recommend that this course may be continued till the end of the current academic year only. The course may be revived when there is again a demand for trained Nursery School mistresses. The minimum educational qualification for teachers in Nursery Schools

should be a pass in the High School Examination. The duration of the course for training Nursery School teachers should be one academic year.

(C) *Basic Schools.*—

18. There were 104 Basic Schools in the State during the year 1951-52 and the total number of teachers trained at the Basic Training Centre at Vidyanagar till the end of 1951-52 was 304. During the current year the number of teachers under training is 45. We are informed that some of these teachers are employed in ordinary Primary Schools. Even those who are employed in Basic Schools cannot be considered to be suitably employed in view of the fact that almost all the Basic Schools in the State are not properly equipped. The starting of more Basic Schools would depend on the rate at which we could train Basic Education teachers. We are convinced that Basic Education must be the pattern of our schools and we have suggested certain measures which we consider immediately practicable to realise this aim. But the entire process of converting all the Primary Schools to Basic Schools—an educational evolution—will necessarily take a long time.

19. To facilitate the establishment of more Basic Training Schools in the State, about a hundred graduate teachers may be deputed to undergo a year's course at Vidyanagar during 1953-54.

20. After these graduate teachers are trained, Basic Training Schools of the residential type may be established in rural areas.

21. Inspecting Officers and staff of the Normal Schools may be deputed to spend about six weeks at Vidyanagar, to get an insight into the working of the Teacher Training Centre there. This may be done on a seminar basis. Substitutes will have to be appointed, if the work of the offices and normal schools is to continue normally.

(D) *Primary Schools.*—

22. During the year 1951-52 there were 21,299 teachers in the Primary and New Type Middle Schools. Of these, as many as 19,260 possessed only an Upper Primary or

Middle School Certificate. Of these, only 6,124 were trained. We are convinced that an U.P. or M.S. Certificate is wholly inadequate for a Primary School Teacher, especially when the length of the course is to be increased to six years, and so we recommend that the minimum educational qualification for teachers in Primary Schools should be a pass in the Matriculation Examination. This rule should apply only to the new entrants. All the undergraduate teachers in Middle Schools would become teachers in Primary Schools after the re-organisation.

23. It is noticed from the following table that the percentage of untrained teachers to the total number works out to about 70 per cent in Primary Schools and 53 per cent in Middle Schools. These figures compare very unfavourably with corresponding figures in States like Bombay and Madras. We feel that immediate action should be taken to set right this very unsatisfactory state of affairs. We, therefore, recommend that:—

(*a*) No untrained person should be recruited as a Primary School teacher hereafter.

(*b*) In case an untrained teacher has to be appointed for some exceptional reason, then preference should be given to those who have taken Education as a Vocational subject in the Junior Secondary Course.

(*c*) Prompt action should be taken to train all the untrained teachers within a period of ten years and to train a sufficient number of freshers not only to fill up the vacancies that arise due to retirement, etc., but also to meet the needs of the new schools that are likely to be opened for the expansion of Primary Education.

	Untrained				Trained			
	Graduates	S.S.L.C.'s	Non-S.S.L.C.'s.	Total	Graduates	S.S.L.C.'s.	Non-S.S.L.C.'s	Total
Primary Schools (including New Type Middle Schools).	1	1,599	13,186	14,786	11	428	6,124	6,563
Middle Schools ..	132	1,901	272	2,305	95	1,479	504	2,078

24. The duration of the course for Training Primary School Teachers should be two years but as an emergency measure it may be reduced to one year in the case of S.S.L.C.'s only.

25. The first year of the Teacher-Training Course should be devoted to general subjects and the second year to professional subjects. t the end of the First Year Course there should be a Public Examination. If a candidate fails he may be permitted to take the examination as a private candidate the next year. If he fails again he should be required to refund the cost of his training. There should be a Public Examination at the end of the Second Year Course also. Class records and practical work throughout the year should be assessed and given due weightage in deciding the results.

26. When admissions are made to Teacher-Training Schools preference should be given to those who have taken Education as a Vocational subject in the High School Course.

27. Our attention has been drawn to the fact that some persons who are very much lacking in personality have become teachers. Since such teachers are not likely to exert a wholesome influence on the young and growing children, we recommend that candidates should be admitted to Teacher-Training Schools only after an interview by a competent person or committee. This rule need not be applied at present to those who are deputed for training by the Department of Public Instruction. (*Vide* para 11 above).

28. The present practice of deputing teachers in service for training will have to be continued till all such teachers are trained. We recommend that sufficient encouragement and assistance should be given to suitable persons to get trained at their own cost before employment. Liberal provision may be made in Teacher-Training Schools for free places and stipends. The percentages of these may be fixed at 50 and 20 respectively to begin with and as the situation improves the percentages may be reduced. The value of the stipend may be temporarily raised to Rs. 15 per mensem for both men and women as a further inducement. A tuition fee of Rs. 40 per year payable

in eight monthly instalments may be levied in all these schools so as to serve as an incentive to the starting of private Teacher Training Schools. The Government may sanction the usual grants to such institutions according to the Grant-in-aid Code.

29. We have recommended that a ten-year scheme of Compulsory Primary Education, so as to cover the whole State, should be implemented.

30. For introducing compulsion, an annual recruitment of 3,300 teachers will be necessary. Of this number 2,800 teachers will be required for expansion and 500 for replacements on account of retirements, etc. Provision for training these teachers would, therefore, have to be made.

31. Besides the above number, a large number of untrained teachers already in service have to be trained. We consider that it is not necessary to train teachers above the age of 50. Making a rough allowance for such cases, we have still to make provision for the training of 3,500 S.S.L.C.'s and 13,000 non-S.S.L.C.'s who are yet untrained. The former may undergo a one-year course. Of the latter number, we estimate that there are 5,000 below the age of 30 years, about 4,000 between the ages of 30 and 40 years and about 4,000 between 40 and 50 years. The present practice is to exempt those teachers who have reached the age of 40 years from undergoing training. We recommend that instead of exemption, a short one-term course of training may be arranged for these teachers. We consider that in the case of teachers who are between the ages of 30 and 40 and who have put in at least ten years of service, it would be sufficient to provide a one-year training course. The remaining 5,000 teachers below the age of 30 should be required to undergo a two-year course of training.

32. The training programme would, therefore, have to make provision for training the following number of teachers during the next ten years :—

(*a*) Thirty-three thousand teachers (S.S.L.C.'s) who will be appointed to the Primary Schools. A one-year course to be provided. This number includes the two thousand and five hundred untrained S.S.L.C.'s who are already working in the Middle Schools, and who will be transferred to the Primary Schools.

(*b*) Four thousand existing teachers between the ages of 30 and 40 who may be trained in a one-year course.

(*c*) Five thousand existing teachers below the age of 30 who have to be given a two-year course.

(*d*) Four th thousand teachers between the ages of 40 and 50 who may be given a short-term course.

33. The number of Teacher-Training Institutions at present in the State is quite inadequate to meet these demands. We recommend that the following measures should be taken to bridge the gap between the actual need and the existing facilities.

34. In addition to the Teacher-Training Institutions now located at Mysore, Bangalore, Tumkur and Shimoga, five more Training Institutions may be established, one each at Mandya, Hassan, Kolar, Chikmagalur and Chitaldrug, so that there might be at least one Normal School in each District. In these Normal Schools, the present untrained teachers may be trained—about 150-200 in each school.

35. For training the S. S. L. C.'s who are to be appointed hereafter in Primary Schools, sixty centres may be established. These should be distributed throughout the State. Three full-time trained graduate teachers may be appointed at each centre to take up the training of teachers. Part-time allowances may be paid to teachers already working in schools in the area, for teaching Music, Drawing, etc., and for such qualified teachers in these schools who may be available for undertaking supervision of practice teaching. For staffing these training sections, the services of trained graduate teachers who have recently retired may be utilised. This would reduce the cost and we would be making use of their valuable experience.

36. As the other schools are to work in future in the mornings and as extra-curricular activities are to be conducted in the afternoons, the training centres may have theory classes in the afternoons. The class rooms in the local schools may be utilised for this purpose. Practical work may be done in the mornings.

37. Fifty students may be trained at each of the sixty centres mentioned above. With three hundred teachers

to be trained in Basic Education in the Vidyanagar centre and in other similar centres, the proposed arrangements for teacher-training would be adequate to meet the need.

38. The cost on account of each of the sixty centres would be as follows :—

Recurring.		Rs. per mensem
Three teachers	.. ..	300
Allowances to part-time staff	.. ..	200
Dearness allowance	.. ..	83
Contingencies	.. ..	50
Total	..	633

For 60 Institutions, the recurring cost per annum = Rs. $60 \times 12 \times 633$ which is Rs. 4,55,800 (approximately).

Non-recurring.		Rs.
(1) Two rooms for office (these buildings would later be useful to meet the needs of additional class-room accommodation in the area. At the end of ten years, the existing untrained teachers would have been trained in the Normal Schools. These sixty centres may then be closed down and further training conducted in the Normal Schools only)	..	8,000
(2) Equipment	..	5,000
Total	..	13,000

For 60 centres, the non-recurring expenditure = Rs. 7,80,000.

39. The training of women teachers may be done as at present in the Maharani's Women's Training College, Mysore. The Zenana Normal School which trains women teachers for Urdu Primary Schools may be amalgamated with the Maharani's Women's Training College, so as to improve efficiency, reduce cost of administration and further promote the feeling of social solidarity. The existing arrangements for training teachers for Urdu Schools, *viz.*, a separate section in the Government Training College for Men at Mysore, may be continued.

40. There is no Public Examination at present, at the end of the course in the Vidyanagar Centre. After carefully considering all aspects of the question, we recommend that these teachers should also be required to take a Public Examination to be conducted by the Department.

41. There is at present no provision in the State for training men teachers for Tamil Primary Schools. Men already in service may be deputed to some Teacher-Training Institutions in Madras State. Stipends may also be granted for private candidates to get themselves trained. For women teachers the U. G. T. Section of the Sacred Heart Training School in the Civil Area, Bangalore, may be suitably re-organised and made use of. Women already in service may be deputed and private candidates may be granted stipends.

42. There is no provision at present in the State for training men teachers of English Primary Schools which are mostly found in the Civil Area, Bangalore. In this case also, men teachers already in service may be deputed to a Teacher Training Institution in Madras State or elsewhere and stipends may also be granted for private candidates. For women teachers the existing provision in the Sacred Heart Training School may be continued and women already in service may be deputed. Stipends may also be granted for private candidates. We recommend that this English Section of the school may also be treated as a grant-in-aid Institution, if suitable proposals are submitted by the management of the School.

43. Since Hindi has been declared to be the Federal Language and since it is likely to assume greater and greater importance in the years to come, we recommend that facilities be provided for every teacher under training, to acquire a working knowledge of Hindi, so that he may be better equipped to play his rightful part in the life of the country.

44. Since it is proposed to introduce the teaching of English in the fifth year of education as at present, it would be necessary to make provision for training teachers in the methods of teaching English. We, therefore, recommend that methods of teaching English may be taught in the Teacher-Training Schools.

45. We are strongly of the opinion that the Teacher-Training Schools should, as far as possible, be situated in rural areas and that they should be residential institutions. But we are aware of the difficulties regarding school buildings, residential buildings, practising schools, etc. Till these difficulties are overcome, we recommend that arrangements should be made in Teacher Training Schools, for the teachers under training, to spend at least four days in each term in rural areas, teaching and observing in rural Primary Schools, collecting educational statistics, organising parent-teacher meetings, etc.

46. With the object of making the teacher training course as useful and practical as possible, we recommend that the courses in the methods of teaching the various subjects in Training Schools, should be intimately related to the courses of study and to the text-books actually used in the Schools.

47. Since Kannada is likely to assume greater and greater importance in the State, we recommend that facilities should be provided for every non-Kannada knowing teacher under training, to acquire a working knowledge of Kannada, to enable him to take an active part in the life of the State.

48. We note with pleasure that, in the Budget for 1952-53, the provision of Rs. 10,800 has been made for Refresher Courses. We recommend that Refresher Courses for trained teachers should become a regular feature of the educational system and that every teacher should be provided a Refresher Course at least once in five years. We proposa that a Refresher Course for 100 teachers in each one of the Training Schools, and for 50 teachers in each of 10 selected High Schools, may be arranged every year. We would thus be making provision for giving Refresher Training for 1,500 teachers every year. As the number of trained teachers increases, the provision for Refresher Courses may also be increased.

49. To stimulate an attitude of constructive criticism on the part of teachers and to help them to maintain an abiding professional interest, we propose that opportunities should be provided for teachers to get together in small groups, to discuss current problems connected with the Courses of Study, Methods of Teaching,

Text-books, School Organisation, etc. Educational Seminars, lasting for about a week each, may be arranged during the short vacations at convenient centres. About 30-40 experienced teachers may participate in these Seminars and discuss special problems.

50. We are convinced that no reform in the educational system will be effective until and unless we have a contented group of teachers. We, therefore, recommend an immediate improvement in the pay and prospects of the teachers. Since the minimum qualification for Primary School Teachers is to be a pass in the High School Examination, together with a pass in the Teachers' Certificate Examination hereafter, the grade now applicable to S.S.L.C.'s, *viz.*, Rs. 40—2—50—3—80 may be revised to Rs. 50—2—70—3—100 and made applicable to all new entrants. Trained S.S.L.C.'s already in service may be fixed in suitable places in the revised grade. We would like to point out in this connection that even this revised grade is lower than that for corresponding posts in most other States of India.

51. It has been brought to our notice that women teachers are available for service in rural schools in smaller numbers than in town and city schools for various reasons. As it is desirable that the education of young children should, as far as possible, be in the hands of women, and since the number of women teachers in the State is pitifully small, we recommend that preference may be given to women for appointment as teachers even in Boys' Primary Schools.

52. We recommend that arrangements should be made to give guidance at the Junior Secondary Stage so that only those with an aptitude for teaching may enter the teaching profession.

53. We recommend that all teacher-training institutions below the University level be hereafter designated as "Teachers' Schools". This term is coming into common use in Western Countries.

(E) *Secondary Schools.*—

54. The practice at present is to appoint only University Graduates as Teachers of general subjects like English,

History, Geography, Science, Mathematics, etc., in High Schools. But teachers of languages, like Kannada, Samskrita, Urdu, etc., are not graduates of Universities and most of them are not also trained. Consequently the teaching of these subjects needs considerable improvement.

55. We consider that immediate attention should be paid to the improvement of the general equipment and professional training of these teachers.

56. We recommend that Pandit Courses be reorganised so as to provide language teachers with a modern outlook. With the object of providing an adequate number of competent language teachers the University may also offer new combinations in the Intermediate and B.A. Courses in which there is preponderating emphasis upon the languages.

57. The teachers of these languages should receive their professional training in Teachers' Colleges along with other teachers. It is gratifying to note that the Teachers' College at Mysore has recently made provision for giving training in Methods of Teaching Kannada to graduate teachers who have the required proficiency in Kannada. The Department of Public Instruction may recognize such teachers as adequately qualified to teach Kannada in Secondary Schools.

58. Pandits and Moulvis now in service and who are untrained and below 40 years of age may be given a teacher-training course extending over a period of one year.

59. The length of the teacher-training course for graduates may continue to be one year, as at present.

60. Kannada is now being used with English in the Teachers' College at Mysore for practice teaching purposes, for writing notes of lessons, etc. This practice may be continued and extended, if necessary. Till such time however, as English continues to be the medium in the University Classes , the medium of instruction in the Teachers' Colleges may also be English.

61. During 1951-52 there were 864 trained graduates and 1,449 untrained graduates serving as teachers and

educational officers in Mysore State. The percentage of trained persons works out to about 37 and we cannot help remarking that this is far from satisfactory. We propose that training should be given to all the untrained teachers during the next ten years and that provision should also be made for replacements among trained personnel and for normal expansion.

62. To train 1,449 untrained teachers in ten years we will have to train about 145 every year. The provision for replacements among the trained teachers, at four per cent every year, would work out to about 35 and provision for normal expansion of Secondary Schools may be estimated at 70 every year. Thus, we will have to provide for training about 250 graduates every year during the next ten years. The Teachers' College at Mysore has provision for training 80 teachers only. We, therefore, recommend that another Teachers' College may be established at Bangalore with facilities for training 120 teachers. We propose that the new Fort Middle School building may be taken over for this purpose and all but four of the sections may be transferred to a rented building. The Fort High School may be used as the Practising High School and the other five or six High Schools in this area may also be used for purposes of Practice of Teaching. The accommodation in the Fort Middle School would be adequate for the College.

63. In the neighbouring States we find a large number of Aided Teachers' Colleges. We recommend that every encouragement be given in our State also for the starting of Aided Teachers' Colleges. The existing arangements regarding fees, grant of stipends and deputation, may be continued. About 50 teachers may be trained in an Aided Teachers' College every year.

64. Refresher Courses for trained graduate teachers should be regularly organised and we recommend that 150 teachers be selected each year to attend these courses. The courses may be arranged at the Teachers' College at Mysore and also at the new Teachers' College proposed to be started at Bangalore.

65. Educational Seminars to discuss problems connected with Courses of Study, Methods of Training,

Examinations, Extra-Curricular activities, etc., may be organised by the Teachers' Colleges, during the short vacations. The Seminars may last for about a week each and about 30-40 experienced teachers may participate in them.

66. To attract suitable persons in sufficiently large numbers to take up the teaching profession, the grade for trained graduate teachers may be revised to 80—5—130—E.B.—10—200 from the present grades of Rs. 60—5—90—6—150 and Rs. 130—10—200. Those who are exempted from training and those who are already trained may be fixed in the revised grade at appropriate stages. We would like to point out that even these revised grades are not as high as the grades of teachers in the corresponding stage of education in the neighbouring States.

67. We notice that at present the maximum pay of an Assistant Master in a High School and the minimum pay of a Head Master are one and the same, *viz.*, Rs. 200. This has lead to certain anomalies. In the first place in a particular school both the Head Master and a Senior Assistant Master may be drawing the same pay and this is a rather strange situation. In a few cases, Assistant Masters who are drawing Rs. 200 and who have only very few years before retirement have forgone promotion as Head Masters because of the absence of any financial advantage. In fact, they suffer a loss of Rs. 5 in total emoluments on promotion as Head Masters owing to a change in the rates of dearness allowance on their becoming Gazetted Officers. We, therefore, recommend that the grade of Head Masters of High Schools may be revised to Rs. 250—20—350 from the present grade of Rs. 200—20—300.

68. We further recommend that as a consequence of the above changes the grades of District Educational Officers and Deputy Directors of Public Instruction may be suitably revised.

69. It has been brought to our notice that Psychology is usually offered in combination with subjects like Sociology, Economics and Politics in the University. These latter subjects are not taught in High Schools and so students of Psychology find it difficult to get admission to the Teachers' College on the ground that they have not

specialized in any subject which they could teach in the High Schools. This is not a happy state of affairs because it is in the teaching profession that we would like to have as many persons as possible with a knowledge of Psychology. We, therefore, recommend that the University may offer Psychology in combination with subjects which are usually taught in High Schools, *viz.*,, Physics, Chemistry, Mathematics, History, Geography, Biology, English, Kannada, Samskrita, Hindi, Music, Science, etc., to enable students who have specialized in Psychology at the B.A. or B.Sc. level to take up the teaching profession in larger numbers.

70. It has been brought to our notice that certain teachers who have not studied a subject at the degree level are teaching that subject in High Schools. We recommend that no teacher should be allowed to teach subjects which he has not studied at the degree level.

(F) Senior Secondary Schools (Intermediate).

71. As this stage would correspond to the present Intermediate stage we do not think it is necessary at present to give any prolonged training to the teachers of these institutions. The Teachers' College at Mysore has been arranging Summer Courses in Education for College Lecturers. Two courses have so far been organised and about 60 lecturers have attended the courses. We recommend that this course be continued and that about 30 lecturers be deputed each year to take this course.

(G) Teachers of Physical Education and Teachers of Vocational and Technical Subjects.

72. It is recognised that Physical Education is very sadly neglected in the system of education in Mysore, although it should, from all points of view, receive the topmost priority. The reasons for this are not far to seek. Most of our Primary Schools and Middle Schools do not have Physical Culture Instructors on their staff. At the High School stage we find a number of institutions having Physical Culture Instructors; but generally speaking, they are poorly qualified. In Girls' High Schools the number of Physical Culture Instructors is very small indeed. With the object of giving systematic

Physical Education in our schools we recommend that every school, Primary or Secondary, with a strength of over 100 pupils should have at least one properly qualified Physical Culture Instructor. In very large schools there may be two or three such instructors. In the smaller schools the general teachers might be entrusted with Physical Education work also.

73. The facilities now available for the training of Physical Culture Instructors in the State are quite inadequate and so we very strongly recommend that a College of Physical Education be started in the State as early as possible and that an adequate number of Physical Culture Instructors be trained every year. There should be two courses—a Diploma Course and a Certificate Course. The duration of the Certificate Course should be one year and the minimum qualification for admission should be a pass in the S. S. L. C. Examination. The duration of the Diploma Course should also be one year but the minimum qualification for admission should be a University Degree. The Diploma holders and the Certificate holders should be placed in the same grade as trained graduates and trained S.S.L.C.'s.

74. Till such time as a separate College of Physical Education is started in the State, an intensive Physical Education Course of three or four months' duration may be arranged both for graduates and S.S.L.C.'s. These courses may be open to freshers and teachers in service. Among the teachers in service, those with an aptitude for this type of work may be selected to undergo this training.

75. We further recommend that all teachers under training in Teachers' Colleges and Teacher-Training Schools should receive a fairly good training, both theoretical and practical, in Physical Education.

76. For the purpose of developing, co-ordinating and supervising Physical Education activities in all the Educational Institutions in the State, we recommend the appointment of a Supervisor of Physical Education having the status of a District Educational Officer.

77. We recommend that subjects like Music, Drawing and Painting, Home Science, Commercial subjects, etc.,

should also be taught in High Schools by graduates who have specialized in these subjects. They should receive their training in the Teachers' College along with other graduate teachers and they should be given the same pay and grade as other graduate teachers.

78. Under-graduate teachers should receive their training in Teacher-Training Schools and they should also be given the same pay and grade as other under-graduate teachers in Primary Schools.

79. Until necessary arrangements are made for the provision of such courses in Teacher-Training Institutions, we recommend that short and intensive courses of about three months' duration in methods of teaching these subjects may be organised.

(H) Examinations.

80. We wish to express our considered opinion that some of the defects in our present educational system are directly traceable to the prevailing system of examinations. Dictation of notes and coaching instead of teaching on the part of the teachers, cramming instead of learning on the part of the pupils, neglect of Physical Education and other extra-curricular activities by the teachers and the pupils alike are some of the most glaring defects. Regular work throughout the year is neither insisted upon nor is it given its due consideration. It has also been demonstrated beyond doubt that the examinations as at present conducted are themselves entirely unreliable mainly because they are based on the "Essay type". We therefore recommend that for deciding promotions from class to class not only the performance at the annual class examination but also that at the mid-session examination, tests, class records and extra-curricular activities should all be taken into account.

81. In addition to a mid-session examination, tests should also be held at least twice in each term in each subject under standard conditions.

82. It would be difficult to ensure uniformity of standards in the valuation of class records, etc., on account of the large number of Secondary Schools. We

recommend that steps should be taken to devise a system of assessing class records, tests and activities, objectively.

83. Since Intelligence tests have a definite prognostic value, we recommend that they should be included in the H.S.L.C. Examination. The marks obtained in these tests, need not, however, be taken into consideration for deciding the results. But the H.S.L.C. Certificate should show the marks obtained by the candidate in these tests.

84. We very strongly recommend that New Type Tests be used in all Examinations (class and public) along with the traditional type of questions. At the Primary stage the New Type questions may constitute about 80 per cent of each paper and at the Secondary stage the proportion of the New Type questions may be 60 per cent.

(*I*) *Research in Education.*

85. We recommend that necessary action be taken to conduct and encourage educational research in the State. For this purpose a Bureau of Education may be established in the Office of the Director of Public Instruction in Mysore, Bangalore, with the necessary staff and equipment. This Bureau should be entrusted with the following types of work :—

(*a*) Collection of Educational Statistics ;

(*b*) Preparation and Publication of Annual, Quinquennial and Decennial Reports ;

(*c*) Educational Planning and Development ;

(*d*) Conducting occasional investigations ; and

(*e*) Co-ordinating the work of other research organisations in the State.

86. We recommend that Educational Research should be undertaken by the Teachers' College to be established at Bangalore (Primary Education), the Teachers' College at Mysore (Secondary Education), and the Maharaja's College at Mysore (University Education), and for this purpose special staff and equipment may be provided in

each of these Colleges. The following items of work are suggested :—

(1) Construction and standardization of Educational Tests, Intelligence Tests, Vocational Tests and Aptitude Tests ;

(2) Examination and Revision of the Current Courses of Study ;

(3) Examination and Revision of the current Text-Books and preparation of new Text-Books ;

(4) Educational and Vocational Guidance ; and

(5) Guiding the Post-Graduate Students in Research.

87. We recommend that the Government of India may be approached for a suitable grant for the various research sections recommended by us.

VI. Financial Implications of the Proposals for Teacher Training.

		Present expenditure	Proposed expenditure	
			Recurring	Non-recurring
		Rs.	Rs.	Rs.
1.	Teachers' College, Mysore ..	1,03,000	1,03,000	..
2.	Teachers' College, Bangalore ..	..	1,85,000	40,000
3.	Aided Teachers' College ..	..	25,000	10,000
4.	District Training School ..	5,10,334	11,15,000	1,35,000
5.	Vidyanagar Training Centre ..	2,08,000	2,75,000	..
6.	Training courses in High Schools	..	4,55,800	7,80,000
7.	Training courses in Aided High Schools.	..	18,000	9,750
8.	Basic Training Centre	1,00,000	1,00,000	..
9.	Summer course for Intermediate Teachers.	4,000	5,000	..
10.	Refresher courses for trained Teachers.	10,800	1,50,000	..
11.	Training course for Pandits ..	..	52,000	..
12.	Training of English and Tamil Teachers.	8,000	20,000	..
13.	Bureau of Education and Research Sections.	..	2,80,000	..
14.	Training of Vocational and Technical Teachers.	..	10,000	..
15.	Seminars for Primary School Teachers.	..	21,600	..
16.	Seminars for High School Teachers	..	8,000	..
17.	Hostels attached to the Teachers' Training Schools.	12,900	22,500	..
18.	Supervisors including one for Physical Education.	..	66,000	14,000
19.	Lumpsum provision for stipend Grants to Aided School Teachers, Allowances to D.C. pupils and T.A. to teachers under training.	30,699	58,150	..
	Total ..	9,97,000	29,70,050	9,78,750
			+9,78,750	
	Proposed Expenditure ..		39,48,800	

Chapter VIII.

HEALTH, PHYSICAL EDUCATION AND EXTRA CURRICULAR ACTIVITIES.

A. Health.

1. The training of future citizens possessing robust health and cheerful disposition, and edifying leisure habits is one of the most important functions of schools, as this will greatly conduce to the future well-being of the people and of the State. The foundations of a healthy, efficient and happy society must be laid from the earliest stages when children of the school-going age are undergoing compulsory education as envisaged in our Constitution.

2. At present in our State, we notice that some measures are being adopted in schools and colleges to promote the health of the student population. There is a scheme of medical inspection. This scheme is of limited application. Its results are not very satisfactory as it is in operation in only a few chosen centres and even in these centres medical inspection is of a routine and perfunctory nature and is seldom associated with any follow-up work.

3. Educationally advanced countries have a full-fledged and comprehensive school health service adopting effective methods. Our aim should be to organise such a full-fledged health service with adequate facilities for follow-up work. But having regard to our limited financial resources and paucity of doctors we recommend that the medical inspection scheme be introduced by stages, so as to cover the whole State in a few years.

4. Every pupil should be medically examined at the time of or soon after admission to the Primary School. This is not to suggest that those who are found to be medically unfit should be denied admission. As for the health of the child before it enters the school, we consider that it should be the responsibility of the parents and the local authorities. We recommend that more intensified

and wide-spread activities should be undertaken by the Health Department with a view to creating a more healthy environment in villages and towns. Immunisation procedures like vaccination, protection against whooping cough, anti-tetanus injections, B.C.G. vaccination, etc., should be carried out on a more systematic and larger scale. Parents, particularly in rural areas, must be made to realise and appreciate the importance of such measures by educating them through films, lectures and radio talks.

5. After the first medical inspection, there should be periodical medical inspections, once in two years.

6. Special cases requiring more frequent attention should be subjected to special medical examinations. No extra fees should be charged for such special examinations.

7. At the lower stages, parents may be invited to be present when their children are being medically examined. Their association with medical inspection in this way will make it more effective.

8. The class teachers will have to play a more important part in the medical inspection of students. In order to make the co-operation of teachers effective, they should be properly trained. We suggest that training in elementary principles of health should form an integral part of the training course in normal schools and training colleges. It is also desirable to give the teachers further training by way of lectures, to be given by medical men, as part of their "in-service" training.

9. The object of medical inspection will be defeated if the follow-up part of the work is not given its due place. We must ensure that proper arrangements are made for follow-up work. The school nurse plays a very important part, hers being a pivotal role. But it may not be possible at present to employ full-time school nurses and therefore, we agree with the suggestion made by the Director of Public Health that we may appoint Health Inspectors who have undergone a short course of training in school medical inspection work. The duties of these Health Inspectors will be constantly to supervise the health of the students and to refer cases requiring immediate attention to private practitioners and hospitals.

They should also keep themselves in intimate touch with pupils by visiting their homes. It will also be their duty to maintain the health records of pupils.

10. Parents who are in a position to give remedial treatment by making use of the family Physician or by taking their children to hospitals, may be encouraged to do so. In other cases, the Health Inspectors should see that the pupils get treatment at Government hospitals or local dispensaries. In outlying parts where medical aid is not available, the mobile units of the Health Department may visit such places periodically and render medical aid.

11. The medical record of each pupil should be a continuous one relating to the entire school and college course. These records should be made available to the head of the institution and also to the parents. They should be explained to the latter if necessary.

12. Recording the height and weight of children may be done periodically by the class teachers and those readings may be made known to pupils, so that they may take interest in their own physical development.

13. Strictly speaking, medical inspection should be a free service at the primary stage where education is free and compulsory. But having regard to the realities of the situation, we would suggest levying a fee of annas eight per annum per pupil at the Primary stage. At the Secondary stage and onwards, the fee may be rupee one.

14. The question of the best agency to carry out the medical inspection scheme on the above lines throughout the State has now to be considered. The present practice of making use of doctors in Government service and private practitioners may be continued. At present, in our State there is a small permanent establishment for medical inspection under the control of the Education Department. We understand that the Director of Public Health has submitted a scheme to take over the School and College Health Service to the Department of Public Health. We are of the opinion that if the Public Health

Department were to take over medical inspection, it will be a change for the better because the present system results in the medical inspection branch of the Education Department functioning as an isolated unit with little or no co-ordination with the Medical and Public Health Departments.

15. It may not be possible to bring in all the schools and colleges in the State simultaneously under a scheme of medical inspection. It may be done gradually according to a definite plan spread over a period of five years. In the first year, 20 per cent of the school and college-going population may be brought under the scheme and in subsequent years an equal percentage may be taken up. The financial implications of the medical inspection scheme are given on page 244.

16. The problem of providing adequate nutritious food to the pupils has to be faced. In Western Countries, they have a regular and wide-spread mid-day lunch scheme. We can only think of providing a well-balanced meal to pupils who are either very badly nourished or very poor. In the " rapid-growth " period particularly, such students should be included in the mid-day meal scheme. The State Government which is already meeting about 80 per cent of the entire expenditure on education, cannot be expected to shoulder this responsibility also. Canteens should be organised with the help of local philanthropy. We find that there is scope for tapping this source to a greater extent.

17. The cultivation of hygienic habits should receive attention right from the beginning. It should not be confined to mere formal hygiene teaching. Hygienic habits must be practised every day in schools. Proper attention should be paid to the surroundings in the schools and to the personal cleanliness of pupils.

18. School Committees on which parents are well represented may be formed to apprise the parents of the activities undertaken in the school to promote the health of their children, so that the parents may co-operate with the work being done in the schools by looking to the health habits of children at home. What little is done in the schools will be nullified if the home influences pull in the opposite direction.

19. Pamphlets may be prepared in the local language containing simple rules on matters of health and nutrition and distributed to parents.

20. Visual Education on such matters through films may also be arranged both for the benefit of the students and of the parents.

B. Physical Education.

21. An obvious aim of physical education is to assist the processes of growth, to develop strength and endurance and to produce vitality and resistance to disease. The promotion of dynamic health in turn produces a feeling of personal adequacy and confidence, relief from nervous strain, and promotes the cultivation of easy and companionable human relationships. Physical Education includes formal exercises performed with or without apparatus, games and a variety of recreational activities.

22. At present, some provision has been made in all grades of our institutions for formal exercises as well as for other activities. We find that the provision of facilities for the promotion of Physical Education is not uniform all over the State. The bigger and older institutions have adequate playground facilities, qualified teachers and equipment. But even in places where all facilities are available, the great majority of students are not making use of such facilities. This is because, physical education is generally regarded as an extraneous activity, as it does not form a part of school examinations, which alone seem to figure in the minds of teachers and students, as of primary importance. In future, facilities for Physical Education should be greatly extended and every pupil made to take part compulsorily in some activity or the other, according to his aptitude and ability. The games and activities should themselves be so diversified as to meet the requirements of pupils of varied ability and aptitude. Adequate trained personnel, to be in charge of physical education and other activities, should be made available to all grades of schools if physical education is to be useful and satisfying.

23. The importance of adequate playground facilities in every institution, of whatever grade it is, cannot be

over-emphasised. In rural areas it should be possible to provide playgrounds to all schools. In future, the availability of adequate playground facilities should be made a condition precedent for granting recognition to schools.

24. The next important question is that of providing suitably trained physical education teachers for educational institutions at all levels. One main reason for the neglect of physical education in schools is the want of properly trained personnel. In order to remedy this defect we suggest the adoption of the following measures :—

(*a*) At the Primary School level, one general teacher for every 50 pupils on the average, should undergo a short course in physical education. The best short course we can think of for them is the Madhyama training of the Bharat Seva Dal. To begin with, every Primary School should have at least one such trained teacher on the staff of the school. According to our recommendations S.S.L.C.'s who have undergone teacher training at their own cost will have to be employed in Primary Schools. We would suggest that in addition to the above qualification they should have undergone the Madhyama Course of the Bharat Seva Dal. We considered the feasibility of paying some allowances to such teachers for their additional work in handling physical education classes and came to the conclusion that in regard to the question of remuneration to Physical Education teachers in Primary Schools, the principle of self-sufficiency should be adopted by setting apart a proportion of earnings from gainful hobbies and occupations undertaken by them and the pupils towards payment of such remuneration.

(*b*) At the Secondary Stage one graduate-teacher, fully trained in physical education, should be employed in each institution. Such a physical education teacher will be a full-time teacher, only for physical education and other connected activities. This is not to be understood as meaning that the other teachers are not to concern themselves with Physical Education ; it is as much a part of their duty as of the teacher of Physical Education, the latter being there to organise the activities in the school on sound lines. Without the active co-operation of all teachers, physical education, and for that matter, no school activity, can thrive. In view of the importance

to be given to Physical Education and extra-curricular activities, the need for such a teacher becomes all the greater. Such teachers should be appointed on the same revised scales as given to trained general graduate-teachers and they should have chances of being promoted to higher posts on the same footing as other general graduate-teachers. These graduate Physical Education teachers should have undergone the one-year College Course of Physical Education as well as the Kendranayak Course of the Bharat Seva Dal. Both these courses are suggested so that the system to be employed in our schools may be an integrated system, embodying the desirable features of the Physical Education systems of both the East and the West. In addition to the regular Physical Education teacher in High Schools where the strength exceeds 200, general teachers (one for every 50 pupils) who have undergone the Madhyama training of the Bharat Seva Dal should assist the Physical Education Teacher. These assistants may be remunerated in the same way as the general teachers trained in Physical Education in the Primary Schools.

(*c*) At the University level the teachers in charge of Physical Education should be graduates who have also undergone the College Course of Physical Education.

In this connection we have considered a proposal to employ ex-service men as Drill Instructors. But we are not in favour of the proposal. We are of the opinion that teachers of Physical Education should be men and women possessing general qualifications and in addition, training in Physical Education. These teachers should be looked upon as general teachers, Physical Education being not an extra subject but one of the school subjects. In case of ex-service men who are already in service, it is better to have them undergo a short term of training in the Seva Dal. The Drill Instructors who are now working in schools, after having undergone the Kendranayak course of the Seva Dal, may be exempted from undergoing the College Course and continued in their present appointments.

25. The Seva Dal training must be reorientated to include Western games. It must also include formal instruction in Physical Education.

26. At the Primary stage, formal exercises, rhythmic movements and inexpensive indigenous games may be provided. It is desirable to introduce team games in the last two years of the six-year Primary course. For this purpose a suitable sports fee may be levied in those classes.

27. At the Secondary stage, in addition to formal exercises, callisthenics and mass drill, provision should be made for team games like Volley-ball, Basket-ball, Cricket, Foot-ball and Hockey. The same arrangements may be made at the University stage. In addition Tennis may be introduced.

28. We strongly recommend the holding of annual athletic meets for Secondary schools, at district headquarters for all schools of a district, and a Central Athletic meet attended by representatives from all over the State. Similarly, tournaments in several games should be organised. Inter-class and Inter-school games and competitions should also be made a regular feature.

29. The expansion of Physical Education so as to make it compulsory for all students makes it necessary to enhance the Sports Fee at the Secondary and College levels. Such fees may be suitably enhanced.

30. We understand that large sums of money collected as sports fees over a number of years are allowed to accumulate in schools. In future the sports fees collected should not be allowed to accumulate but should be spent for the benefit of the pupils. The rigidity of the rules should be relaxed and the Heads of Institutions given greater powers to spend the Sports and Reading Room collections for current needs.

31. Attendance at drill and participation in a game should be made compulsory for all students. Only in exceptional cases, as for example on medical grounds, should exemptions be given.

32. In order to bring about closer contacts between students and teachers so that the latter may exert a wholesome influence on the former we strongly recommend that teachers at all stages should participate in games and

sports. We have already referred to this, in an earlier paragraph.

33. Yogasanas and Suryanamaskara may be taught to pupils at the appropriate stage under proper guidance. We are also in favour of introducing wrestling at the Secondary stage.

34. We recommend the appointment of a full-time officer of the status of a District Educational Officer as Physical Education Assistant to the Director of Public Instruction, to organise, co-ordinate and supervise Physical Education and extra-curricular activities in the State.

35. Physical Education for girls must receive special attention. Physical Education activities for boys and girls would have to be different, and provision of activities, suitable for girls, should be made in all Schools and Colleges, in co-educational as well as in separate Schools.

36. An *Ad-hoc* Committee may be constituted to draw up detailed syllabuses and programmes of activities for all stages of Physical Education.

C—Extra-Curricular Activities.

37. This is a vast field in which there is great scope for character-building activities and for service which will be of use to society. With the change in working hours, the afternoons will be available for extra-curricular activities. The word " extra " has conveyed a wrong impression minimising the importance of such activities. We would, therefore, suggest the adoption of the term " co-curricular " in its place.

38. It is of primary importance to inculcate the ideal of citizenship among the students even from the primary stage. This can be done by organising co-curricular activities in such a manner that proper ideas of justice, freedom of thought, equality of status and opportunity, and fraternity are imbibed through them. Opportunities must also be provided for social contacts in order to bring about communal harmony, prevent bigotry, and

infuse liberal ideas. Facilities must be provided for bringing out latent talents in various fields. Co-curricular activities should include activities which will be of use to society.

39. We would recommend the inclusion of the following co-curricular activities :—

(*a*) Arts and crafts, painting, dancing, dramatisation, histrionics, folk-arts, etc.

(*b*) Gainful hobbies like compost making, gardening, growing of fruit trees, bee-keeping, etc.

40. Some of these activities will involve manual labour and we are in favour of inculcating in our boys the dignity of manual labour. We shall deal with this subject in a later paragraph.

41. We are in favour of extending, to the maximum extent possible, the provision for training students in the National Cadet Corps, the Bharat Scouts and Guides and the Bharat Seva Dal.

42. The National Cadet Corps training is very popular among students as could be seen from the large number of students who are in the waiting list awaiting such training. All those who are physically fit and are likely to benefit from such training should be given the opportunity of joining the National Cadet Corps. We would recommend the opening of an air-wing, for which facilities are available at Bangalore. We would also recommend the opening of a Women's wing of the National Cadet Corps. As the name implies, the National Cadet Corps is a national concern and we trust that adequate grants from the Central Government would be made available for expanding its units in the State.

43. The Bharat Seva Dal movement is making rapid progress and is becoming very popular. We understand that the Government have recently made provision for a certain percentage of the sports fund to be spent on this activity. We welcome this move. Bharat Seva Dal troops may be started in all grades of institutions including colleges.

44. We understand that the Bharat Seva Dal provides adequate facilities for training students and teachers. Maximum use must be made of such training facilities. Similarly, if the Scout Troops are to function efficiently in schools, trained personnel should be made available to be in charge of such troops.

45. In Seva Dal and Scouting activities, camping should receive greater importance and teachers in larger numbers should take part in such camps.

46. Membership of the University Unions which was made compulsory has now been made optional. Unions are functioning in some colleges, but the membership is very small. We are in favour of having Unions in the University and in the Secondary Schools and making membership of the Unions compulsory. It is in this sphere that Student-Government may be tried of course, under conditions which will permit the teaching staff to direct the activities on right and healthy lines. The participation of students in the organisation of co-curricular activities will go a long way in making such activities effective. The students will take greater interest in such activities if they realise that they are in charge of those activities. It will also serve to foster in them a sense of responsibility, at a time, when they are likely to be more conscious of their rights than their duties.

47. We have already referred to Manual Labour and Social Service in Chapter IV.

Manual labour and social service are related activities. In order to inculcate in them a sense of the dignity of manual labour, pupils from the early stages may be made to keep the school premises clean, attend to the cleaning and repair of playgrounds, etc. Manual occupations like gardening and compost-making would also serve the same purpose. We are in favour of the measures suggested by the Government of India to provide activities involving manual work for students. We are also in favour of employing students on minor forest and engineering works under proper supervision, as suggested by the Forest and Engineering Departments of Mysore. Such work and other gainful hobbies, as already suggested, could be made use of for supplementing the income of the

teachers in charge of such activities, and also to provide some financial assistance to poor students.

48. For organising social service work and manual labour camps in the State, we cannot think of a better agency than the Bharat Seva Dal. If other agencies come forth to undertake such work, they may also be encouraged to do so.

49. In connection with co-curricular activities, mention may be made of the Antioch College in America. A special feature of this College is that each year is divided into two semesters. In the first semester, theoretical instruction in all subjects is imparted. During this stage the student finds out his aptitudes under the guidance of his teachers. In the second semester the student is provided with work in certain Industrial Concerns, Laboratories, Workshops, etc., according to his aptitudes. While he is thus employed, he is paid for the work done, by the employing concern.

If the student finds that the work is not suited to him the College helps him to change over to a trade better suited to him. After training in the concern for a term, he comes back to the College for further studies. This goes on for two years. The College maintains a continuous record of the knowledge and achievements of the student. The student also gives a report of his own work during his stay in the College. In the end an assessment of the student's ability and attainment, is made on the basis of these reports, and also of his fitness for the occupation he has chosen. Often these students find employment in the very institution in which they were trained during their College career. By this method students acquire both theoretical knowledge and practical training for the professions chosen by them. This system enables the students to earn during their College career and makes them fit for a job on leaving College.

A similar scheme may be adopted in our Technical schools with great advantage.

If necessary, legislation may be introduced, making it obligatory for industrial and other concerns, to employ students and pay them for the work they do.

50. We learn that in some medical colleges in our country, services of medical students are utilised for giving medical aid to people living in villages. We would suggest that their services be utilised in a like manner, for conducting the medical inspection of students in rural areas. This will give practical training to our future medical men and give them some training in Social Service. This training may, to some extent, prompt them to settle down in rural parts with motives of social service and bring medical aid to rural areas where it is very inadequate at present.

51. In a speech she made recently at Lucknow, our Central Health Minister, Rajkumari Amrit Kaur, appealed to the members of the Secondary Education Commission, appointed by the Government of India, for the inclusion of the St. John's Ambulance Training Course in the curricula of Secondary Education. People are ignorant of ordinary First Aid Methods and we recommend that training in First Aid should be given to our students.

52. We are of the opinion that there is scope both for Scout and Seva Dal activities. These organisations should not be looked upon as rival movements. There is scope for both of them to work side by side. The choice of joining one movement or the other may be left to the students.

53. We are in agreement with the proposal to make approved social service for six months a condition precedent for awarding degrees and diplomas. We carefully considered the question of including, under Social Service, a certain period of compulsory work in a primary school as a teacher to make oneself eligible for the degree. But the disadvantages of such an arrangement were found to be numerous and we dropped the idea. (*Vide* Chapter VII—Page 211. There are many other forms of excellent social service activities of a constructive and humanitarian nature such as are being undertaken by the Bharat Seva Dal Organisation in Mysore, which may be adopted by students.

55. In order to give physical education and co-curricular activities their rightful place in the educative process,

we recommend the inclusion of an assessment of the achievement of students in these activities in the certificate under Part C of the H.S.L.C. scheme (*vide* Chapter IV, page 128.

56. Students should be taken to art exhibitions. In rural areas, it may not be possible to arrange for such exhibitions. Mobile exhibitions in vans may be organised and taken round the villages.

57. We may add that all the suggestions about co-curricular activities made above may not be applicable in the case of girl students. Girls may be taught such domestic occupations as will enable them to help their mothers at home. They should also be helpful to their parents in agricultural operations. In the secondary and college stages, girl students must be given training in cooking, house-keeping, knitting, etc. They may be taught nursing, maternity and child welfare during out-of-school hours.

D—Financial Estimate.

58. Cost of the medical inspection scheme to cover one-fifth of the student population in the first year :—

1.	Total number of students in all grades of Institutions		9 lakhs.
2.	Number of pupils to be brought under the medical inspection scheme, every year (1/5 of 9 lakhs).		1.8 lakhs
		Rs. A. P.	
3.	Cost of Medical Inspection (per pupil) :—		
	(a) Administrative	0 0 6	
	(b) Medical inspection, follow-up work, etc.	0 12 9	
	(c) Correction of defects	0 7 9	
	Total ..	1 5 0	
4.	Total Cost of Medical inspection in the first year (Rs. 1-5-0×1.8 lakhs).		2.36 lakhs
5.	Receipts—		Rs.
	(a) Fee income—		
	From 160,000 primary school pupils at As. 8 per pupil.		80,000
	From 20,000 pupils in other grades, at Re. 1 per pupil.		20,000
	(b) Contributions from Local Bodies		46,000
	Total ..		1,46,000
6.	Net Cost to Government (Rs. 2,36,000 *minus* Rs. 1,46,000).		90,000

59. The cost of training Physical Education Teachers :—

(1) Madhyama Training of the Bharat Seva Dal :—

The course is of 40 days duration.

	Rs.
At Rs. 1-8-0 per day per teacher, for 40 days ..	60
Cost of uniform and equipment	10
So, total cost per teacher per annum ..	70
For training 1,000 teachers	70,000
For 10 years	7,00,000

(2) Kendra Nayak Course of the Bharat Seva Dal :—

This course is also of 40 days duration.

	Rs.
At Rs. 1-8-0 per day per teacher, for 40 days ..	60
Cost of uniform and equipment	10
Total cost per teacher	70

Each year 80 teachers may be trained at a cost of $70 \times 80 =$ Rs. 5,600.

(3) Cost of deputing 20 graduate teachers to the Y.M.C.A. College of Physical Education, Madras :—

Rs. 2,000 $\times$ 20 = Rs. 40,000 per annum.

(4) Cost of starting a College of Physical Education in the State.

Provision is to be made for 60 students at the beginning. This number may be increased to 200 at the end of five years :—

	First year	*Total 5 years*
Building ..	2.5 lakhs	.4 lakhs
Equipment ..	.1 lakh	.2 lakh
Library ..	2.5 lakhs	.25 lakh
Staff ..	.25 lakh	.45 lakh
Total ..	3 lakhs	5 lakhs

60. Cost of providing Physical Education Teachers to Secondary Schools :—

1. Such teachers to be started on Rs. 80 in grade Rs. 60—150.
2. Average cost per teacher : 111 × 12= Rs. 1,332 per annum.
3. For appointing 200 teachers : 1,332 × 200 = Rs. 2.7 lakhs. Twenty teachers per year may be appointed.

   Then the cost will be Rs. 1,332 × 20 = Rs. 26,640 per annum.

61. Cost of appointing a Physical Education Assistant to the Director of Public Instruction :—

		Average Cost	Per Annum Rs.
1.	Physical Education Assistant in grade Rs. 300—25—500.	426 2/3 p.m.	5,120
2.	One First Division Clerk, Rs. 60—150 ..	111 p.m.	1,332
3.	One Second Division Clerk, Rs. 40—80 ..	63 1/3 p.m.	760
4.	One Second Division Typist, Rs. 45—100..	77 1/12 p.m.	930
5.	Two peons Rs. 18—½—22	20 4/5×2	501
6.	Dearness Allowance to Officer, Rs. 40 ..	40	480
7.	Dearness Allowance to Subordinates, Rs. 23.	23×5	1,380
		Total ..	10,506
	Plus non-recurring for typewriter and Office equipment.		2,000

Chapter IX.

EDUCATION AND EMPLOYMENT

(1) *Introduction.*

1. There are two rather conflicting trends which are observable in the educational programmes of all countries and particularly in our country. There is the desire, on the one hand, to transmit knowledge from one generation to another through the educational organization; on the other, there is the desire to provide the new generation with the necessary mental, moral and physical equipment, so that it can work for the progress of Social Welfare and Cultural advancement. The latter, the more comprehensive view is frequently brought home to us by a few thinkers in each generation, and in each land. But the former, being the more easy task, tends generally to dominate the educational programme.

2. If the aim of education is to equip each generation to work for the progress of culture and the welfare of all beings in the world, obviously the educator cannot divest himself of the responsibility to see that each individual becomes rational, moral and efficient. Each individual should be given the necessary training so that he not only develops to his full stature, but also contributes his best to the social organization and the advancement of the welfare of humanity.

3. The great thinker Alfred Adler, on the basis of his vast experience of treating the mentally disordered persons in the two continents of Europe and America, stressed that an individual could be mentally healthy only when he is able to adjust himself properly in the social, marital and vocational fields. Our country has all along recognized that in the Brahmacharya Asrama the individual should be equipped properly, so that he can undertake and fulfil satisfactorily the dharma of the Grihasta, *viz.*, to earn his livelihood by doing some useful work,

contribute to the continuation of the human race by marrying and bringing up children, and contribute to the general welfare of society by serving every human being with whom he comes into contact. It is only after fulfilling his Grihasta Dharma and after realizing the first three purusharthas of Dharma, Artha and Kama, that he can devote himself to the pursuit of the final purushartha, *viz.*, Moksha in the last two asramas of of Vanaprasta and Sanyasa.

4. These considerations show that we cannot educate a person in a vacuum. His education should be based, on the one side, on his mental and physical characteristics, and on the other on the social needs. In other words, the educational programme should be geared to the social needs, the aim being not only to equip the individual to fulfil his role in society but also to work for its advancement. He should not only fit into the present social pattern but also be equipped properly, so that he can strive for social advancement.

(2) *The present position and defects in the existing system.*

5. Obviously, the present system of education in our country is far from these ideals. It is not making use of all the advancement in the fields of Psychology and Sociology. We are prone to be content with giving some kind of education without making sure that the teacher is fit to impart it and the pupil able to assimilate. If the ordinary principles of business organization were to be applied to test our educational system, the latter might be found wanting in many respects.

6. We have been guided by the following principles and objectives in formulating the proposals contained in this Chapter :—

(3) *Basic Principles.*

(1) Equality of opportunity for every child consistent with his innate abilities and aptitudes, should be ensured.

(2) Every citizen should be engaged in gainful employment producing goods or rendering service.

(3) Individual differences exist in regard to general abilities and special aptitudes. The various occupations require different grades of general ability and special aptitudes.

(4) Provision should be made for mobility from one stage of education to the next if the candidate exhibits the necessary level of attainment.

(4) *Objectives.*

7. (1) To conserve and utilise talent to the best advantage of the individual and society.

(2) To reduce educational wastage and frustration to the absolute minimum.

(3) To make the educational system functional and effective by regulating the admission of students to the various levels of education according to their abilities and the needs of the society.

(4) To get the best return on educational investment.

(5) *Employment Structure and Education.*

8. The Employment structure may be divided into the following categories :—

(*a*) *Professions*—Law, Medicine, Engineering, etc. ;

(*b*) *Semi-Professional Level*—Supervisors, Managers, Technicians, etc. ;

(*c*) *Skilled Workers*—Tailors, Carpenters, Mechanics ;

(*d*) *Semi-skilled Workers*—Machine operators, Canemen, Greasers, Cobblers, etc. ; and

(*e*) *Unskilled Workers*—Labourers.

9. Preparation for the above levels of appointments :—

Professions—Education at the University level.

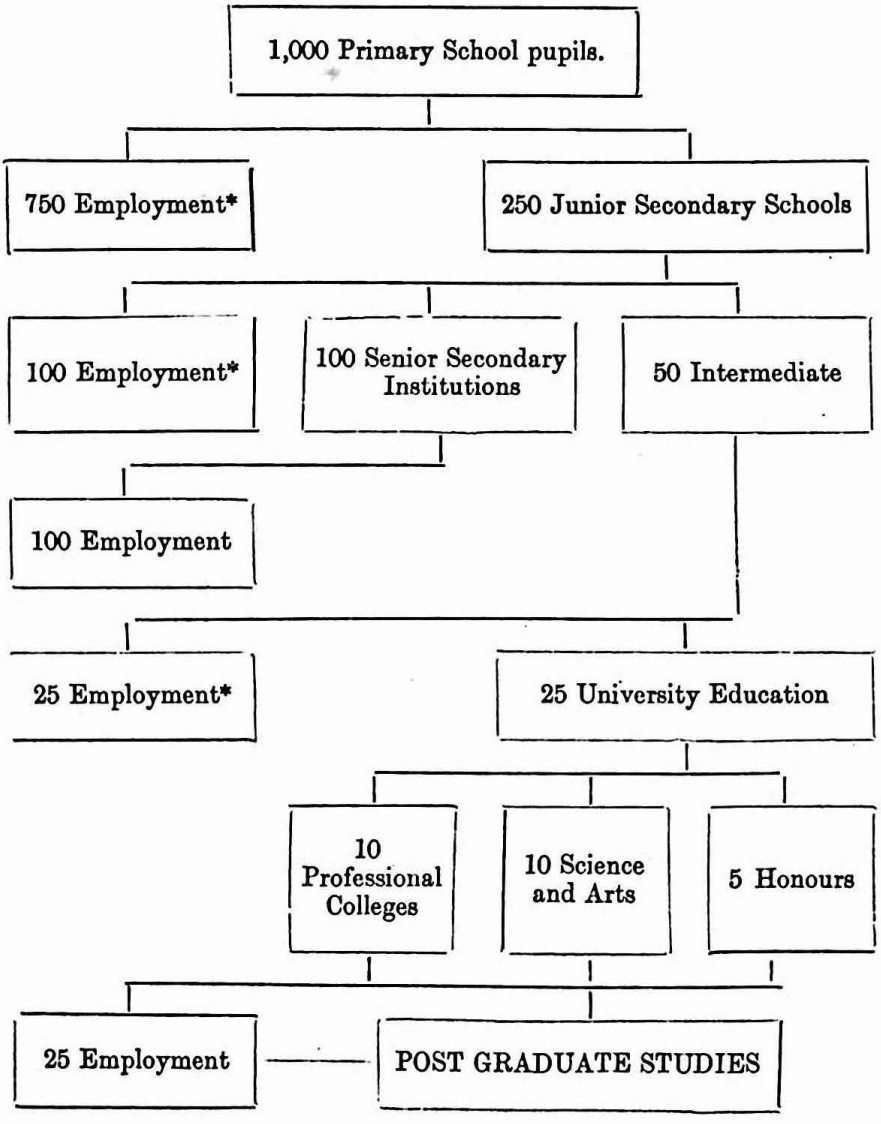
Semi-Professional Level—Higher Secondary stage.

Skilled Workers—Secondary stage.

Semi-skilled Workers—Apprenticeship.

Unskilled Workers—No special occupational training is necessary except what one learns on the job.

10. Chart indicating the ideal relationship between the various levels of Education and Employment :—



*Provision should be made for the further education (Adult Education, in-service training, evening classes, apprenticeship training, etc.,) of those branching off to employment at these stages of education.

11. Explanation of the Chart on the previous page :—

Junior Secondary Schools.

Four-year Secondary Schools, Technical Schools, Agricultural Schools and Commercial Schools.

Senior Secondary Schools.

Two-year Intermediate Colleges, Technical Institutions, Agricultural Institutions, Institute of Practical Arts and Social Services.

Education and training have to be adapted to the abilities and aptitudes of the students. This would reduce, if not altogether eliminate, the enormous wastage that is a sad and persistent feature of our present educational system. This also implies the urgency of vocational and educational guidance at all levels of education.

Out of every 1,000 pupils finishing their primary education, 250 may be expected to proceed to the Junior Secondary Schools, the other 750 branching off to employment.

In the second stage, out of the 250 pupils entering the Junior Secondary Schools, 150 may be expected to proceed to the Senior Secondary Stage, while 100 branch off to employment.

It is visualised that of the 150 students entering the Senior Secondary Stage, 50 may proceed to the Intermediate Colleges and the rest to the Institutes giving terminal courses leading to semi-professional employment.

Of the 50 going to the Intermediate Colleges, 25 may be expected to qualify for University Education, the rest 25 branching off to employment.

(6) *University Education and Recruitment to Public Services.*

12. There is no single factor which has had a more baneful influence on all forms of University Education than the practice of using university examinations as qualifying examinations for entry to the public service in India. Government is still by far the largest employer

of educated persons in India, and the minimum qualifications now insisted upon even for the lower grades of executive and clerical posts is a degree in Arts or Science. The result has been that candidates flock to the universities and colleges, not motivated by a passion for knowledge but solely for the purpose of acquiring diplomas which serve as a passport to the services.

13. The situation is extremely dangerous. Time and again various bodies have complained of the very low standards of Indian University Education. If the present state of affairs is allowed to continue, irreparable damage will be done to higher education in India. It is, therefore, of utmost importance that the Governments, the leaders of public opinion and the Public Service Commissions should take immediate steps to put an end to the present colossal wastage of educational effort.

14. The task of the university is not to prepare the rank and file for the services of the country but to produce its leaders. The meagreness of the number of leaders produced in any field of Arts or Science becomes particularly glaring if we consider the number of students entering the universities.

15. The aims of university education should be clearly borne in mind :—

(*a*) The Arts and Science Degree courses in the university are intended for the dissemination of culture and the preparation of the leaders of society.

(*b*) The Honours and Post-Graduate courses are expected to prepare men who will advance, interpret and transmit knowledge.

(*c*) The professional courses prepare leaders (in the various professions requiring high grade training) who are capable of transmitting and advancing specialist knowledge.

Those who are unable to pursue these ideals of university education should be dissuaded from entering the university.

16. Success in an academic course does not mean a guarantee of success in every field of life and work.

Experimental investigation as well as experience has shown that high grade academic work and high grade achievement in life's tasks do not necessarily go together.

17. The Radhakrishnan Report has been very clear on this subject and contains the following specific recommendations :—

"A university degree should not be required for government administrative services. Special state examinations for recruitment to the various services should be organised and should be open to whosoever cares to take them." (Page 341—Chapter X).

18. The first essential thing to be done to reform university education is to do some clear and independent thinking about the methods of recruitment to public services of various grades and to separate them as far as possible from university examinations.

19. In most of the western countries there are three age levels at which persons are recruited :—

Recruitment to General Services.

	Clerical	*Executive*	*Administrative*
Age groups	15—16	17—18	21—23
Approximate ratios of numbers of personnel ..	100	10	1

Depending upon the ability of the individual concerned, there is opportunity for rising from one grade to another, and the wages or salaries of each group are so graded as to avoid great disparity.

20. At present in India, there is no distinction between executive and administrative cadres in regard to initial qualifications. The tragedy is that, even for first grade clerks government prescribes a university degree as the minimum qualification. The rationalisation of methods of employment is most urgently called for in order to train people suitably, to get the most out of them and to avoid wastage of talents and efforts.

21. It may be suggested that junior clerks (second grade clerks) be employed only at the age level of 15 to 16 years. One advantage of this proposal is that from the age of 16 onwards the employee will be at his job and all the time will be learning his work without being a further charge on the public educational system. In two or three years he will become quite efficient in his work. Opportunities for the further education of abler boys should be provided. They might attend evening classes and a certain proportion of posts in higher cadres may be reserved for specially gifted persons.

22. In western countries most of the candidates for the executive posts are selected out of the age group 17-18. Here also, for the vast majority of executive posts there appears to be no reason why graduates should be taken. For reasons similar to those mentioned in connection with the clerical services, it appears rational to recruit people who have completed the Senior Secondary stage of education. If necessary, special courses may be provided for them as also continuation courses. The abler candidates selected at this stage should be allowed to enter the administrative services in due course. It will also be advantageous to have special staff-colleges for training such personnel.

23. Now we come to the topmost level : the administrative cadre. The numbers involved are very small and the vacancies arising every year, few. It is in the best interests of the country to select the ablest candidates for these posts. The following procedure may be adopted :—

An open competitive examination followed by a selection procedure involving personality and intelligence tests.

24. If a rational scheme based on these proposals is developed, it will prevent the overcrowding of universities by persons who are not interested in academic studies. Administrative services will also greatly profit by better trained and more experienced personnel. The need is specially urgent as there is acute dearth of specialists in all walks of life, and the country cannot afford to continue the present wasteful system.

(7) *Recommendations.*

25. (1) An egency should be established—

(i) for psychological testing to give educational and vocational guidance at all levels,

(ii) to conduct a periodical survey of occupational demand,

(iii) to indicate the lines of training programmes at all levels,

(iv) to assist students in getting suitable employment,

(v) to advise employment agencies on the selection of personnel, and

(vi) to bring together information regarding the existing training programmes conducted by the Government departments, industries, business concerns, etc.

(2) An Institute of Practical Arts at the Senior Secondary level should be established to provide courses of training in various branches of public and social services.

(3) (i) Recruitment at various levels of the Government services should be on the basis of competitive tests.

These competitive tests should be of an objective nature based on the job analysis of the service concerned.

(ii) Special courses should be designed for the various kinds of services and introduced at the different levels of education.

(iii) University degrees should not be declared as the minimum qualification for any Government appointment where such degrees are not necessary.

(iv) Highly specialised university men, especially scientific personnel, should not be diverted to the general services.

(4) Admissions to educational institutions should be strictly limited to the facilities and accommodation available.

26. We recommend that the proposals for the Research Scheme for introducing standardised tests and the institution of Vocational Guidance should be implemented as early as possible as, in our view, they are of great educational value.

(8) *Financial Estimates.*

Estimate for a Research Scheme for conducting investigations and for preparing standardised tests in Mysore State for measuring Intelligence, Education and other aptitudes for use in the Technical and General Junior Secondary Schools, Senior Secondary Schools and Professional and non-Professional Colleges :—

		Rs.
I.	Non-recurring—	
	Two typewriters .. 750×2	1,500
	Furniture	1,000
		2,500
I.	Recurring—	
	Two Assistant Research Officers : Grade 250–25–400 (325×2×12)	7,800
	Eight Junior Research Officers 100×8×12 ..	9,600
	Two typists—60×2×12	1,440
	Stationery, etc.	500
	Printing and Block-making	1,200
	Conveyance allowance to the Chief Research Officer (75×12).	900
		21,440

Expenditure in the first year :—

(a)	Non-recurring	2,500
(b)	Recurring—	
(i)	Two Assistant Research Officers 250×2×12 ..	6,000
(ii)	Eight Junior Research Officers 100×8×12 ..	9,600
(iii)	Two typists—60×2×12	1,440
(iv)	Stationery, etc.	500
(v)	Printing and Block-making..	1,200
(vi)	Conveyance allowance to the Chief Research Officer.	900
	Total ..	22,140

(2) Estimate for an Institution of Educational and Vocational Guidance.

		Rs.	Rs.
A. Recurring—			
One Guidance expert 650–50–1000	650×12	7,800	
One Deputy 450–20–650 ..	450×12	5,400	
Two Statistical Assistants 150–15–450.	150×12×2	3,600	
Eight Careers Masters 150–15–450.	150×12×8	14,400	
Two Clerks (I Division) 60–6–150.	60×12×2	1,440	
Two Attenders 25–1–30 ..	25×12×2	600	
Two Peons 20–1–30 ..	20×12×2	480	
House rent with light and water charges.	250×12	3,000	
Test Materials	..	2,000	
Library	..	2,000	
Postage and contingencies ..	50×12	600	
Add 25% of establishment charges as Dearness Allowance ..		8,430	
Recurring Grant			49,750
B. Non-recurring—			
Office Equipment—			
Furniture		5,000	
Two Typewriters..		2,000	
Two Calculating Machines.. ..		3,000	
One Duplicator		2,000	
Test Materials		5,000	
Library Grant		5,000	
Non-Recurring grant ..			22,000
Grand Total ..			71,750

Expansion Scheme with Probable cost per year

First two years *one* Institution in Mysore	72,000
At the end of five years *four* Institutions	2,88,000

TABLE 1.

Statement showing the qualifications of the people who had registered themselves in the Employment Exchange in Bangalore in September 1952 :—

	Number registered
A. Professional—Engineer, Railway Administrator, Geologist, Chemist, Botanist, Dairy Superintendent, College Professor, Research Fellow, Head Master, Author ..	127
B. Semi-Professional—Draughtsman, Oevrseer, Station Master, Permanent Way Inspector, Matron, Nurse, Elementary School Teacher, Surveyor, etc. ..	163
C. Skilled Workers—Blacksmith, Moulder, Turner, Machinist, Fitter, Electrician, Tinsmith, Welder, Driver, Mason, Plumber, Carpenter, Wireless Operator, Compounder, Clerk, Typist, Stenographer, Store-keeper, Book-binder, etc., (Clerks, Typists, etc., 1,671) ..	2,284
D. Semi-skilled Workers—Cleaner, Greaser, Oil-man, Mate, Battery Attender, Machine Operator, Painter, Winder, Weaver, Postman, Cook, Gardener, Barber, Watchman, etc. ..	900
E. Unskilled Workers—Mill Labourer, Office Peon, Domestic Worker, Aya, Sweeper, etc. ..	722
Total ..	4,196

TABLE 2.

*Intelligence levels in various occupations.**

Intelligence quotients.

Occupation	Twenty-five Per-centile	Average	Seventy-five Per-centile
Secondary School and University Teachers ..	138	151	153
Physicians and Surgeons ..	125	146.5	152
Central School Teachers ..	136	145	151
Civil Engineers ..	136	142	151
Elementary School Teachers ..	127	137	150
General Manager—Business ..	122	137	148
Shorthand Typists ..	112	129	141
Commercial Clerks ..	112	127	142
Typists	106	126	135

*Cattell—British Journal of Psychology, Volume 25, 1934.

TABLE 2—*concld.*

Occupation	Twenty-five per-centile	Average	Seventy-five Per-centile
Commercial Travellers ..	112	123	136
Nurses ..	102	122	136
Telephone Operators ..	105	115	136
Precision Fitters ..	101	114	125
Coach body-builders ..	90	106	111
Sheet Metal workers ..	88	102	113
Shop Assistants ..	90	99	125
Carpenters ..	77	98	112
Machine Operators ..	83	96	110
Hair dressers ..	72	89	104
Upholsterers ..	73	87	104
Welders ..	62	87	100
Factory workers ..	57	78	92

TABLE 3.

Distribution of Mental Ability.

(Percentage of different professions in each Ability Group).*

	A+	A	B	C	D	E
Graduate Teachers (in Schools, Universities, etc.) ..	33	30	17	0	0	0
Science Graduates in Industry ..	28	50	21	1	0	0
Graduate Engineers ..	23	50	24	3	0	0
Barristers and Solicitors ..	21	54	23	2	0	0
Physicians and Surgeons ..	28	46	19	7	0	0
Dentists ..	21	38	32	9	0	0
Non-Graduate Teachers ..	20	37	33	10	0	0
Ministers of Religion ..	13	35	37	13	2	0
Army, Navy and Air Force Officers ..	13	35	37	13	2	0
Civil Service (Administration, Diplomatic and Colonial) ..	21	56	23	0	0	0
Civil Service (Executive) ..	15	35	36	14	0	0
Nurses ..	4	12	24	36	15	9
Shorthand Typists ..	9	25	37	24	5	0
Architects, Chartered Accountants, Surveyors and Estate Agents ..	22	42	28	8	0	0
Whole population ..	2.5	7.5	20	40	24	10

*Michael Roberts 'The Estate of Man' Faber and Faber. London 1951. Page 82.

TABLE 4.

Talent in various professions.*

(In thousands).

	At present		*Proposed*	
	A+	A	A+	A
Graduate Teachers ..	15.3	23.2	23.0	34.9
Science Graduates in Industry.	5.6	10.0	8.4	15.0
Graduate Engineers ..	6.9	15.1	10.4	22.6
Barristers and Solicitors ..	4.3	11.0	4.3	11.0
Physicians and Surgeons ..	15.4	25.3	20.0	32.9
Dentists ..	3.3	5.9	4.2	7.7
Non-Graduate Teachers ..	34.6	64.0	51.9	96.0
Ministry of Religion ..	3.8	10.2	3.8	10.2
Army, Navy and Air Force Officers ..	9.3	25.0	9.3	25.0
Civil Service (Administration, Diplomatic and Colonial) ..	0.9	2.4	0.9	2.4
Civil Service (Executive) ..	7.6	17.7	7.6	17.7
Nurses	6.7	20.2	8.4	25.2
Shorthand Typists ..	9.1	25.3	9.1	25.3
Architects, Chartered Accountants, Surveyors and Estate Agents ..	11.2	21.3	11.2	21.3
Total ..	134.0	276.7	172.5	347.2

"In Britain in 1947, there were 29 million people between the ages of 21 and 65 giving 7,25,000 people of A—intelligence. If we are to increase the proportion of scientists, doctors, engineers and teachers without lowering standard in any occupation we must find 40,000 very able recruits from amc ıg the 6,00,000 very able people who do not appear in the above lists."

TABLE 5.

INTELLIGENCE RELATING TO EDUCATIONAL GROUP†

INTELLIGENCE QUOTIENT.

Institutions	25 Per-centile	Average	75 Per-centile
Elementary School	82.5	99.5	118.5
Private School	92.5	110.0	128.0
Central School	112.0	121.5	130.5
Secondary School	111.5	124.0	139.0
University	129.5	134.0	147.5

*(Michael Roberts 'The Estate of Man Faber and Faber London 1951, Page 82).

† Cattel—'Guide to Mental Testing'—University of London Press 1936

TABLE 6.

Table showing the results of Earle in his follow-up study of 1,265 students who were admitted to a Scottish Senior Secondary School during eight years from 1929 to 1936 (Earle : Reconstruction in the Secondary School, 1944).

I. Q. Level.

Description of later achievement	120 and over	112–119	106–111	Below 106	Total	Per cent
(a) Went to University after taking senior certificate.	76	8	1	0	85	6.8
(b) Took jobs after taking senior certificate.	87	56	14	2	159	12.5
(c) Took only the junior certificate.	229	152	72	39	492	38.9
(d) Failed to get even the junior certificate.	91	120	130	188	529	41.8
Total ..	483	336	217	229	1,265	100.0
Percentage ..	32.2	26.6	17.1	18.1	100.0	..

TABLE 7.

Showing the relationship between general ability and education.*

I. Q.	Per cent of population	Level of education
More than 120 ..	12.6	University
From 104 to 119 ..	32.2	High School
From 70 to 104 ..	52.6	Elementary School
Less than 70 ..	2.6	Special School for mental defectives.
Total ..	100.0	

*Distribution according to Terman Merril Standardizasion Group of 1937 (Merril : Significance of I. Q's on the Revised Stanford-Binet Scales.) (Jrl. Ed. Psy. 1938, Vol. XXXIX).

TABLE

TABLE SHOWING THE METHODS AND AGE OF RECRUITMENT,

Description	Method of Recruitment	Age of entry	No. in service	Educational* qualifications	Educational level
1	2	3	4	5	6
1. Clerical Assistants, Typists and Office Machine Operators.	Open competitions	15	105,000	None prescribed	School Certificate
2. Clerical Grade.	do	16—18	145,000	do	School Certificate
3. Executive	do	17½—18½	65,000	do	Higher School Certificate (Grammar School).
4. Admini. strative.	do	20½—24	3,000	do	University Honours.

NOTE.—" It should be understood, however, that the standards mentioned are educational degree or certificate before sitting for any of these examinations." "The is recruited not only by the examinations mentioned, but also by special competitions which all who show merit may advance." "Civil Service" Choice of Careers, new series

8.

DUTIES, SALARIES IN THE BRITISH CIVIL SERVICE

Examination	Salary	Duties	Promotion to Higher Classes
7	8	9	10
1. One and half hours test in the use of words and in spelling, punctuation and grammatical construction of sentences.	£ 143 or £ 156 to £ 265 or £ 302.	Office routine, Filling letters or documents, Typing, Shorthand, Accounts, Statistics.	Promotion to Secretarial work, clerical officer grade.
2. School Certificate standard Compulsory-English Arithmetic Optional Three.	Lower— £ 150 to 450. Higher— £ 525 to 650.	General correspondence, Handling claims and requests, checking accounts, compilation of Statistics, Preparation, Summarising and annotating of documents, Interviewing people, Assisting Administrative and Executive Officers.	Annual competition confined to clerical workers confined to those between 21—28.
3. Compulsory-English, Arithmetic, General knowledge. Optional Three. Interview.	Executive— £ 239 to 650. Higher Executive Officer— £ 675 to 800 Senior Executive Officer— £ 850 to 1,000 Chief Executive Officer— £ 1,000 to 1,200	Much more than routine tasks, Ability to exercise considerable discretion and initiative, responsibility to see that the policy is observed and carried out promptly and efficiently. Not only general ability but high measure of judgment and resource.	Annual competition confined to established Civil servants between 21 and 30 for entry into Assistant Principal Grade.
4. Method I— (i) Compulsory—300 Essay English Present Day History (ii) Optional— (iii) Interview— Method II— (i) Examination— English and General subject. (ii) Personality Tests (iii) Interview.	Asst. Principal— £ 400 to 750 Principal— £ 950 to 1,250 Asst. Secretary— £ 1,320 to 1,700 Under Secretary— £ 2,000 Dy. Head of Department £ 2,500 Head of Department— £ 3,500	Formation of future policy.; not only an intelligent understanding of Government to put forward new ideas. Advise Ministers on new proposals. Assist Ministers in their parliamentary and other duties. Forecast probable effects of new Acts and Regulations. Organising and directing the work of Departments.	....

given only as a guide. It is not necessary, in general, for you to hold any sort of four general classes are not water-tight compartments. Each class from clerical upwards and promotion from the class below. Thus a steady upward stream is maintained by

Chapter X.

WOMEN'S EDUCATION.

1. Women's Education has always figured prominently in the progressive development of Mysore. Every official document on education, for over half a century, has devoted a special chapter to it. Sir K. Seshadri Iyer, the Dewan of Mysore, in his address to the Representative Assembly in 1886 declared that one of the chief objects of educational policy of the time was "to elevate and extend women's education, and to conduct it on a system strictly national so as to enlist popular sympathy in its progress". This policy has resulted in the rapid educational progress of women, considering the initial conservatism which characterised the attitude of the public. The proportion of boys and girls under instruction was 100 : 20 thirty years ago, and to-day it is 100 : 43. The ideal ratio would be 100 : 100. It is a long way to the ideal, but the progress has not been disappointing.

2. The quantitative expansion has been great, but the work in the girls' schools has closely followed the pattern of boys' schools with the result that it has given room to the complaint that the education imparted is not suited to the needs of the great majority of girls who settle down as wives and mothers and that, it is out of tune with their natural environment. But it is interesting to note that in the early stages, the idea of differentiated courses of studies for girls was opposed by the leaders of the women's movement themselves. They viewed with suspicion any proposal for change, as putting a stamp of inferiority on them. But as it was observed, in course of time, that the existing system touched only the higher and the upper middle classes, the opinion of women began to express itself in favour of a course which would be more practical and less academic and which would be particularly suited to the aptitudes and interests of the average girls.

3. We invited a representative body of ladies who had long experience in the field of women's education, to give

us their views. They were of the opinion that the education which the women were getting was one fundamentally suited to men. The object of women's education should be, as stated by one of them, (and this was the general view also) to enable a woman to earn a living, and in case she married to enable her to run a family; and afterwards to lead a useful life for the rest of her lifetime. She should study in an atmosphere which does not develop masculine tendencies or an inferiority complex.

4. We have, in our recommendations, taken note of these views.

5. An important problem in the education of women is that of co-education. In the Primary stage, the interests and natural activities of girls are the same as those of boys. Properly speaking, they are not to be looked upon as boys and girls, but as children. We have, therefore, recommended that the Primary Schools should be co-educational, and that the curriculum should be a common one. We have recommended that women teachers should be employed in these schools to the full extent they are available. Teaching children is a sphere of national activity in which women can play an increasingly larger part and this recommendation has been made with the object of giving women full opportunities for employment in vocations for which they are eminently well suited.

6. We are of the opinion that at the secondary stage, which is the period of adolescence for both boys and girls, girls should have separate institutions. At the secondary stage, girls join a separate girls' school in large numbers if one is available nearby, but if one is not available, only a few of them join a boys' school and that as a last resort. Even in these latter schools the girls move in separate groups from boys and as such, they do not participate in the life of the school in all its fullness.

7. We have recommended a High School curriculum which includes subjects which, we think, are particularly suited to girls, such as Domestic Arts, Music, Dancing, Nursing, etc. We have also included subjects which could well be taken by girls as well as by boys, such as Typewriting, Tailoring, etc. We recommend that

these subjects should be extensively provided in all girls' schools. We do not intend, however, that girls should be compelled to take only particular subjects. Our idea is that there should be provision of subjects suitable to them, but there should be no compulsion. But we naturally expect that girls will take those subjects which suit them, rather than those which do not. We recommend that in boys' schools where a large number of girls are studying, women teachers should be employed in a fair proportion.

8. We have recommended that facilities for Technical Education should be made available to women, and that special facilities should be given to them in the field of social service, such as Nursing. We have recommended that the Vocational Institute for Women at Mysore should be improved and up-graded and that it should be of the polytechnic type. Recognising the need for the technical education of women in those branches which suit them, we have recommended that representatives of women should be on the proposed Council of Technical Education. In the case of the proposed Board of High School and Intermediate Education we have recommended that the composition of the Board should reflect functional interests. We have not specified its composition but we recommend that representatives of women should be included in this Board.

9. As we go higher up to the University separate institutions for women become less necessary. Courses like the Honours courses cannot obviously be duplicated for girls. While we consider that separate institutions for girls are unnecessary at the university stage, we are not averse to separate institutions being established if the number of girls is sufficiently large to warrant an independent institution, especially when special courses like Domestic Science and Fine Arts are to be provided.

10. Special attention should be devoted to extra-curricular activities for girls. We have recommended the expansion of the Bharat Seva Dal which includes the Women's Wing to the expansion of which particular attention should be given. We have recommended a similar expansion of the Girl Guide Organization. Seeing that women played a great part in the auxiliary services

during the last World War, we have proposed that a Girls' Wing of the National Cadet Corps should be established. There should be a qualified Physical Culture Instructress on the staff of each big-sized Girls' High School.

10. In our opinion, the needs of Girls' Education require women on the Inspectorate of the Department of Education and accordingly we recommend that immediate steps should be taken to appoint suitable District Educational Officers from among experienced and qualified Head Mistresses. Incidentally, this would result in a greater number of women getting into the higher grades.

11. A few representatives of the Women's Conference in Mysore have urged—and we fully share this view—that it is necessary for Government to continue the existing fee concessions extended to girls in the several grades of education for some more years, if the pace of progress of Women's Education has to be quickened.

Chapter XI.

SAMSKRITA EDUCATION.

1. The records of the Education Department show that in the year 1856, in the days when the British Commission was in charge of the administration, Samskrita Patasalas, mostly opened by Pandits, applied for aid and it was considered appropriate and necessary to encourage them. The Director of Public Instruction of the time is stated to have observed, "It has long been a matter of regret that the highest system of instruction undesignedly tends to alienate from us the really learned men of the country and we have lost the co-operation of the most cultivated classes who could have rendered valuable aid in creating the vernacular literature which we wish to promote". It is interesting to note that aid was given on the understanding that the Patasalas gave instruction in secular subjects like Arithmetic. As a result of this insistence of a revision of the courses of study, it is said that Algebra was taught in the Samskrita School at Melukote. But the attempts to modernise Samskrita learning were not followed up. The Memoranda now presented to us by the Board of Samskrita Studies and Examinations and the Mysore State Pandita Mandali have received our earnest consideration. In these memoranda the modernisation of Samskrita learning has been advocated. We heartily commend this modernisation. The course of study in the Patasalas should include subjects like Social Studies, General Science and General Mathematics.

2. Samskrita Education is now imparted in three types of institutions—(*a*) in Patasalas, some of which are maintained by the religious Mutts and some of which are aided by the Muzrai and Education Departments, those aided by the Muzrai Department being Veda Patasalas, (*b*) in institutions of the collegiate grade, five in number, three of which are maintained by the Government and two by private agencies, (*c*) in Schools and Colleges above the primary grade in which Samskrita is studied as a second

language or as an optional subject. The total number of students in the Patasalas is about 2,200 of whom about 250 are girls. In the Samskrita Colleges there are 617 students. About 1,700 candidates out of a total of 20,000 took Samskrita as their Second Language at the S S.L.C. Examination of 1952.

3. The value of the study of Samskrita has been eloquently stressed in the Report of the University Education Commission and in Dr. C. R. Reddy's Report. It is a rich and precise language and the language of India's culture. But, unfortunately, Samskrita learning has receded both in quantity and quality and we would strongly urge that determined steps should be taken for its revival.

4. While we consider that these Samskrita Patasalas with their traditional methods of teaching and study, should be encouraged by all possible means, we are of the opinion that adequate facilities for the study of Samskrita in the General Schools should be provided. We are of the opinion that, apart from the value of studying Samskrita as a language by itself, it will help the learning of Kannada better as it is the root of many of our Indian languages. Ability in one language will produce confidence in the student, which may find transference to other languages. We have, therefore, recommended that the study of Samskrita should start even from the Primary School. But it will be a very light course there, consisting of the recitation of some Amara and other Slokas and the learning of the script. The learning of the Slokas, we expect, will improve the pronunciation of the pupils. In the Secondary stage our proposals will remove an existing anomaly. Samskrita is not at present included among the Second Languages at the Middle School stage. It is only an optional subject there ; but in the High School it is both a Second Language and an optional subject. The result is that a student who has already studied Samskrita in the Middle School finds that, if he has to continue it as a second language in the High School, he has to sit with beginners and begin all over again. As regards continuing it as an optional subject, he finds it a difficult choice as between Samskrita and a subject like Science and Mathematics. We have, therefore, recommended that at

the secondary stage, Samskrita should be included as one of the languages in the first group (which group is compulsory), thus providing for its continued study throughout. We have recommended that at the secondary stage, as at other stages also, the study of Kannada should include a certain amount of Samskrita.

5. There has been much discussion as to whether Pandits trained in the traditional methods or Graduates who have specialised in Samskrita or Kannada should be employed as language teachers in schools. It was argued on the one side, that the traditional learning stands for a type of learning and a depth which do not characterise modern methods. On the other hand, it was held that College graduates had a more modern and comparative outlook on studies and that, therefore, they were better fitted to teach in the General Schools. But with the modernisation of classical learning by the inclusion of general subjects, to which we have already referred as one of our recommendations, and with our recommendation that language teachers should be given special courses in methods of teaching, we believe that scholars of the Pandit class will be in a better position to become teachers in the General Schools.

6. We have already said that due encouragement should be given to the Samskrita Patasalas for the special functions they perform in our educational system. The total expenditure on Samskrita Education is now about rupees two lakhs. We recommend that an additional sum of rupees two lakhs should be provided for Samskrita Education, out of which the Patasalas and other Special Institutions for Samskrita learning should be given a proper share in order to up-grade them and improve their efficiency.

Chapter XII.

THE EDUCATION OF THE HANDICAPPED.

1. Any system of education will be incomplete if it does not make provision for those unfortunate children who come under the category "The Handicapped". Demands of Universal Primary Education and of the other rapidly expanding grades of education loom so large in our eyes, that schemes for the adequate development of educational facilities for the handicapped are apt to recede under financial pressure. But we cannot be blind to the needs of the blind. Some provision, small though it may be at the beginning, must be made in the hope that better times will dawn and enable us to make satisfactory arrangements for the education of these children.

2. There are now two institutions for the education of the physically handicapped, one at Mysore managed by Government and other at Bangalore managed by the Corporation. There are also a few private Associations like the Asakthaposhaka Sabha which make some provision, though not on a planned basis. The strength of the two institutions mentioned above is a little over a hundred, roughly equally divided between the blind and the deaf and mute. The courses of study provided in the Government institution are both literary and vocational. Blind pupils are taught through the Braille medium. For deaf pupils the standard is lower than that of the Lower Primary School and instruction is imparted by means of lip-reading. Blind boys who have an aptitude for music are given a special course in the subject, both vocal and instrumental. The vocational subjects for the deaf cover a wide range, such as Spinning and Weaving, Fret-work, Book-Binding, Basket-making, Rattan-work, Carpentry and Tailoring.

3. We estimate the number of the blind in the State between the ages of 6 and 14 to be 12,000 and the deaf-

mute at an equal number. But this is a very rough estimate and we consider that there is need to conduct a detailed survey of the number of defective children, including both the physically and mentally defective in the State. We recommend that a committee may be constituted to conduct the survey and to prepare a comprehensive plan for the education of the defectives.

4. We are of the opinion that in the meanwhile the existing institution at Mysore should be re-organised and put on a better and more efficient basis. Our Sub-Committee for Primary Education have paid a visit to the institution and given us their valuable report. We recommend that the following measures be adopted to re-organise the institution :—

(i) *School and Workshop.*

(*a*) A fully trained and qualified person should be appointed as the Superintendent of the Institution.

(*b*) The teachers also should be specially trained in methods of teaching the physically defective children. In view of their special training and qualifications and the special work involved in dealing with the defective children, special grades of pay must be given to them. The present salary scales may be revised suitably.

(*c*) The menial staff should be reduced to the barest minimum, all the work in the kitchen and work relating to community health and hygiene being done on a co-operative basis by the students themselves. When employing servants and helpers, the claims of ex-students of the Institution may receive preference.

(*d*) The present provision under recurring cost for Industrial Arts, Braille Printing, Contingency and Postage is very inadequate. It may be increased from Rs. 1,305 to Rs. 4,160. An extra grant of Rs. 1,500 for Braille Printing may be made. Some more handicrafts may be introduced, for which an additional grant of Rs. 2,500 may be provided under Industrial Charges.

(*e*) The existing equipment in the several sections is very poor. The following funds may be allotted for additional equipment :—

	Rs.
1. Deaf Section	8,000
2. Blind Section	8,000
3. Braille Press	2,000
4. Music Section Instruments	1,500
5. Industrial Section tools and equipment ..	4,000
6. Office : Typewriter, furniture, etc.	1,500
7. Workshop—Tools and machinery	5,000
8. Hostel's Vessels	2,000
Total ..	32,000

(*f*) The provision of Rs. 8,000 may be sanctioned for deputing the teachers for training.

(*g*) A follow-up record of each student who leaves the institution should be maintained to supplement the school records and to assess the success of the work done in this institution.

(*h*) While the principle of separating the blind and the deaf is acceptable, suitable re-adjustments may be made, for the present, in the existing arrangements to avoid any difficulties instead of bifurcating the institution immediately.

(*i*) It is necessary to provide for a separate school for the physically defective girls. It may be started in the neighbourhood of the present school.

(*j*) There is no need to separate the deaf-mute children and adults.

(*k*) The branch school now being conducted at the Vocational Institute for women need not, perhaps, be continued ; it may be merged with the main school.

(ii) *Hostel.*

(*a*) There is no need for the Government to take over the management of the hostel. It may continue under the present management. The co-operation of private bodies and philanthropic individuals should not be overlooked, but on the other hand attempts should be made to secure more liberal contributions from them.

(*b*) The present annual expenditure on the hostel is about Rs. 9,060. The present provision of Rs. 7 per mensem for food and Rs. 3 per annum for clothing is very meagre. The inmates are undernurished. These amounts should be raised at least to Rs. 18 per mensem and Rs. 15 per annum, respectively. The total provision may be increased accordingly.

(*c*) In the matter of providing clothes, arrangements should be made to make the institution self-supporting. Yarn may be spun and woven into cloth by the deaf-mutes. It will be possible to produce nearly 1,000 yards of cloth if 40 students were to spin and weave for two hours a day. Even if self-sufficiency cannot be attained, a portion of the total cost may be realised in this manner. Besides, spinning and weaving are educative activities. There is plenty of land available in the premises of the Institute for growing vegetables. The students of the hostel should grow as much of vegetables as possible for their own use.

5. A State Council—an Advisory Body—may be constituted to lay down policy and standards and to plan expansion. Representatives of the Education Department, University, Local Bodies and other organisations, and donors may be taken on the Council.

Chapter XIII.

DISCIPLINE.

1. When Government and Authority were vested in an alien power and the people were considered as separate from these, there was a tendency to consider the interests of the people as different from the requirements of authority. This psychology often found transference to the world of students and schools, with the result that the laws of the school were not always identified with the interessts of the students. The term "discipline". had not, therefore, the same significance as it should carry in its ordinary connotation. But things are different now as the people and the Government are one. Discipline assumes a new significance and a new importance in independent India.

2. The Nation's leaders, like Pandit Nehru, have been repeatedly emphasising the importance and necessity to discipline ourselves if we are to preserve our new-found freedom. To abide by the laws of the authority constituted by common consent, to respect the Constitution and to have faith in its ideals, to realize that success lies in the way of hard work,—these are the directions in which we must discipline ourselves. Though discipline in schools depends to a large extent on the environment in which the student moves outside the school, yet the school has a special responsibility. An atmosphere of discipline must be fostered in our schools and this is an educational responsibility of the utmost importance imposed upon us by our independence.

3. The best discipline is what the student acquires in a natural manner in the atmosphere which the school develops for itself. Every action of the teacher and everything done by the school as a corporate body contributes to the building up of that necessary atmosphere and tradition. The teachers and educational

authorities have therefore a special responsibility in this matter.

4. We believe that the proper teaching of the Social Studies both through formal lessons and what is more important, through appropriate activities will greatly aid the building up of discipline. We have indicated the methods of approach to these subjects in the previous chapters, which we consider, will produce the right attitude towards social relations and enable the pupil to realize that there is a right way as well as a wrong way of behaviour and action. We recommend that steps should be taken to ensure that the Social Studies are not allowed to degenerate into a state of bookishness, but that they function in a really live manner in our education.

5. We have recommended the introduction of Social Service and Manual Labour as part of school work and as an integral part of it. These activities are potent influences in building up disciplined personalities. These are mostly group activities, and working in a group is a healthy pursuit which cannot but improve discipline. We have, in the relevant places, indicated how these activities should be conducted. We fear, however, that it is too easy to let these activities become more nominal than real. Every endeavour should be made to prevent them from becoming so.

6. Our recommendation the whole of the second or afternoon session of the school may be devoted to extra-curricular or rather co-curricular activities will, we trust, conduce to better discipline, as it will provide the pupils with healthy activities in which they could learn the right use of their leisure. Here again, everything depends upon the way in which these activities are conducted.

7. Personal contacts between the pupil and the teacher will produce harmonious relationships between them and will be a powerful influence conducing to good discipline. These extra-curricular activities provide numerous opportunities for such contacts and both the educational authorities and the teachers should see that such activities are developed.

8. In this connection, it may be urged that Scouting and Girl Guiding should be a necessary part of school

discipline worthy of ranking with that which Lord Montgomery has described as the "superb discipline of the Army"—a discipline that "does not consist of a slavish obedience to orders but is a looser, more rational framework of control in which the soldier's independence can flourish unhindered." This will depend as much on the character of the teachers as upon parental co-operation in full measure.

Chapter XIV.

VACATIONS, HOLIDAYS AND NUMBER OF WORKING DAYS.

1. The present arrangement is as indicated below :—

	Summer vacation	Dasara holidays	Christmas holidays	Other holidays	Minimum No. of working days
Primary Schools.	7th April to 21st May (inclusive).	14 days	16 days	24 days	200
Middle Schools.	do	do	do	do	200
High Schools.	7th April to 6th June (inclusive).	do	do	do	170
Colleges ..	1st April to 23rd June (inclusive).	do	do	do	Varies from College to College.

2. The present system of vacations has been criticised as being too artificial. As the chief aim of educational re-organization to-day is to bring education more in tune with the life of the people and their needs, a necessary reform will be the re-adjustment of the vacations to natural conditions. This has been one of the terms of reference to us.

3. Years ago, the school year commenced in January and concluded in December and examinations used to be held in the latter month. Presumably, to suit the convenience of the European Officers and officials, a vacation was given during the summer months and the commencement of the school year was shifted from January to June. The chief objections to the changed and present system has been that the vacations do not fit into our agricultural conditions, that parents are deprived of the help of their children for agricultural work when such help is most needed, and that it has tended to make students lose contact with rural life and needs. It has been also pointed out that the climatic conditions in the hot months of

March and April are not congenial for studies and examinations, and that it would be an advantage to shift the examinations back again to December.

4. A difficulty which has been pointed out as standing in the way of re-adjustment to suit the agricultural seasons, is that the seasons are not the same in all areas and that different holidays in different areas will result in administrative difficulties in regard to examinations and admissions.

5. We are of the opinion that ours being an essentially agricultural country, the vacations must be re-adjusted to suit agricultural conditions, so that students may be enabled to do agricultural work in the sowing and harvesting seasons when such work is most necessary. This will help students to maintain touch with rural life and it may react favourably on the villages. It may also enable the poorer students to earn something when work is available.

6. We feel that the number of working days in schools and colleges must be raised. As the Chief Minister said in his speech inaugurating the work of the Committee, "We are having too many holidays". We recommend that the number of general holidays be restricted to 15 including the following:—

(1) Sivarathri, (2) Yugadi, (3) Shravani, (3) Ramanavami, (5) Ramzan, (6) Independence Day, (7) Gowri, (8) Ganesha, (9) Gandhiji's Birthday, (10) Krishna Janmashtami, (11) Id Meelad, (12) Deepavali.

7. We also recommend that the number of working days in the Primary Schools be raised from 200 to 250 and in other institutions from 180 to 220. Examinations take away a good many days and this being the case, the present number of working days is very inadequate for efficient work being turned out. The number of actual working days in the Primary Schools would be greater than in other institutions considering the nature of the work in the Primary Schools and the fact that adequate time will have to be allowed for valuation of examination papers and publication of results in respect of the higher grades. Moreover, in the High Schools and Colleges, provision for activities connected with Social Work and

Manual Labour have been provided and time would have to be allowed for Students' Camps for these purposes.

8. We have noticed that owing to faulty organization, schools and colleges often begin the year's work not on the date of re-opening after the long vacation but many days after. We are of the opinion that steps should be taken to see that schools begin their work on the scheduled dates. Incidentally, the observance of this rule will improve the discipline in the institutions. We suggest that transfers of teachers should be made before the vacation so that the transferred teachers may prepare themselves to be at their new schools on the day of re-opening.

9. We suggest the following Calendar for school work. This may be adopted as the general pattern, any special cases being considered as such. The change over is a drastic one and alterations may have to be made in regard to the actual dates in the light of experience.

10th December to 31st January.	Annual vacation	53 days	(Primary Schools to have vacation from 23rd December).
1st February to 30th June.	First term ..	150 days	
1st July to 31st July.	Vacation ..	31 days	(For Primary Schools from 1st July to 15th July).
1st August to 30th September.	Second term	61 days	..
1st October to 12th October.	Dasara (Nadu-habba).	12 days	..
13th October to 9th December.	Third term	58 days	..

The actual number of working days will be as follows :—

First term	..	150 days
Second term	..	61 days
Third term	..	58 days
Total	..	269 days
Deduct—Sundays during the terms.		34
General holidays	..	15
		49 days
Net number of working days	..	220 days

Chapter XV.

MISCELLANEOUS.

(i) *Visual Education.*

1. As long ago as 1905, Mysore had a Visual Education Scheme of Magic Lantern lectures for the benefit of the people, especially in the rural areas, and also of students. Later, the scheme was extended to include cinema shows. A lecturer and a cinema operator toured the districts by turns. But this scheme was abolished in 1922. A modified scheme was however sanctioned, by which a Magic Lantern was provided in each High School and the Science Assistant was placed in charge of it.

2. A new scheme of visual education was sanctioned in 1948 at a cost of Rs. 1,25,000 recurring and Rs. 51,000 non-recurring. Eighteen High Schools were selected as centres of visual education in different areas. Each school was provided with a cinema projector and films were provided by a system of circulation. The science teachers who were placed in charge, were given a course of training in the Occupational Institute, Bangalore. One hundred films are now being purchased every year for the circulating film library.

3. The Mysore Adult Education Council also has a Visual Education Scheme as a part of its many-sided activities.

4. Visual Education in schools must be such as to aid class-room teaching, especially in subjects like science, history and geography; the shows should not degenerate into mere entertainment.

5. We recommend that a pilot project be started, (i) to examine the need for Audio-Visual materials at different levels of teaching, (ii) to produce the required materials, (iii) to train the teachers to use the materials, and (iv) to assess the effectiveness of the materials used.

6. We recommend further that in order to implement the scheme, a committee for Visual Education comprising of the representatives of the Education Department, the University, the Rural Development Department, the Health Department, the Adult Education Council and experts in the field may be formed.

7. We recommend that a special officer for Visual Education be appointed. He may act as Secretary, *ex-officio* of the Committee. Till the Committee comes into being, the Mysore State Adult Education Council may be requested to carry on Visual Education, exhibiting instructional films in Primary Schools.

(ii) *Text-Books.*

8. There have been two views about the publication of text-books. One is that Government should undertake their publication and the other is that it should be left to private publishers. It has been pointed out that many text-books published by Government years ago have remained without improvement and in some cases have remained unrevised. It is argued that when Government takes up publication, it becomes a sort of monopoly, shutting out other agencies and therefore, there is no scope for improvement. On the other hand, it is pointed out that Government publications are very much cheaper than those published by private agencies, as publication by Government is not done with the profit motive. Further, competition among different publishers sometimes creates undesirable situations. It is also pointed out that some of the best men do not write text-books and that if Government undertakes the publications it will be in a position to use their experience and knowledge. Usually a private publication is prepared by a single author, whereas, a Government publication would normally be prepared by utilising the knowledge and experience of a number of persons working in a committee.

9. Good text-books form the most important equipment for pupils. Improved, and still more improved text-books must be brought out. Bad text-books kill the interest of children.

10. We have, therefore, recommended the establishment of a Bureau of Education one of whose functions

will be to organise educational research which will help to produce better text-books and other general books for students' use.

11. Besides text-books, there is great need for Handbooks for Teachers, for giving them guidance and suggestions with the object of improving teaching methods. Especially when new curriculum embodying new ideas is introduced, such Handbooks become exceedingly necessary. The preparation of these will be a part of the work of the Bureau.

12. We do not intend that books published by private publishers should be precluded from prescription as text-books. Our whole idea is that the Education Department must make a direct effort to bring out good text-books at very reasonable prices. Any profits made should be utilised for further improvement of the text-books.

(iii) *Teachers' Associations.*

13. The Mysore State Education League is a well organised body having as its members, teachers in all grades of institutions. It affiliates Teachers' Associations, runs a high class educational journal, and carries on banking activities on co-operative lines for the benefit of its members. We recommend that the League be adequately aided by grants in order to encourage the literary and out-of-school educational activities of its members. Grants may also be given to its representatives to attend conferences and seminars in order to widen their outlook and enrich their contacts with workers elsewhere.

(iv) *Educational Propaganda.*

14. Education is a stupendous undertaking requiring the understanding of its purposes and its methods not only by the teachers but also by the people who are the ultimate beneficiaries. Their whole-hearted co-operation is essential for its success and every effort should be made to enthuse them, in the cause.

15. Our recommendations touching the scheme of State-wide Compulsion, Basic Education, Manual Labour and Social Service, Language Scheme, Moral Instruction,

development of schools as community centres, re-organisation of courses, re-organisation of working hours and holidays, medical inspection, mid-day meals, etc., embody many new ideas and a new approach to the educational problem. We consider that much good will result by carrying on an effective and State-wide propaganda among the people, explaining to them the objective of the educational reform that is being attempted on this comprehensive scale. Of course, this should not involve much cost but even so, any expenditure incurred on this behalf is worthwhile. We would suggest the formation of a committee for propaganda for this purpose in order that work may proceed on a planned basis.

(v) *Teachers.*

16. No scheme of Educational Reform can be a success unless it has the whole-hearted understanding and support of that body, most intimately concerned, *viz.*, the teachers, who hold, to a large extent the destinies of the future generation in their hands. If teachers have a sense of their mission and feel that they have a significant role to play in the shaping of the future citizens of the State, the happiness of our younger generation is assured. We are deeply conscious of the fact that the conditions of the teaching profession need amelioration. We have made recommendations, modest though they may be, for their improvement. But nothing can be adequate recompense to the work of devoted teachers, in any country. Education demands continuity of effort and devotion to loftly purposes and unwearying enthusiasm. The ideal teacher finds his way to a happiness that no one can take away from him and there can possibly be no suitable reward for his noble service.

Chapter XVI.

FINANCE AND ADMINISTRATION.

(i) *A Brief Retrospect.*

1. A survey of the present system has revealed several urgent financial and administrative problems. Many of these have developed with the general growth of the present system and many are also due to a lack of planning resulting perhaps from a natural disinclination to face the difficult problems incidental to planned development. The total result has been a welter of conditions in which the returns for expenditure are getting less and less while the costs, the discontent, inefficiency and other features are increasing year by year. For instance, the salaries of some grades of teachers were raised a few years ago but not of other grades of teachers ; and several other anomalies in grades of pay and status have also been allowed to continue. Again, while the salary increases were effected, no plan for the training of teachers was made, and even the existing Normal Schools in three Districts were closed down. The result was that nearly 60 per cent of the teachers in all grades of education —Primary, Middle and Secondary—have remained untrained and unqualified to be teachers. These arrears have accumulated year after year and have now become a colossal problem which can only be solved by the creation of special schools involving special expenditure continuously for a period of 20 years or more. Vocational types of Schools, such as Agricultural, Industrial and others stagnated or languished, without co-ordination under different Departments of Government. The Medical inspection of students for which a fee was charged in the Primary and other Schools was ineffective even in the few areas where it was introduced.

(ii) *Need for Planned Reform.*

2. On the administrative side, the same policy of drift and unplanned reform resulted in the transfer of all the

Deputy Directors in the Department to the Bangalore Head Office and brought about the virtual breakdown of efficient inspection of Schools. In other ways also, conditions were allowed to develop which resulted in what Dr. C. R. Reddy has called " a major mal-adjustment in the educational system of the State " and repeatedly deplored in his Report.

3. It is time that these problems are faced squarely and a planned and comprehensive reform is undertaken. Some of the tasks incidental to these reforms are difficult and also likely to be unpopular. It would be rendering a great and truly national service if Government face these problems squarely instead of allowing them to continue and grow worse. It is easy enough to let things drift and there are a number of excuses for doing so, the easiest of which is " the present financial stringency ".

4. Some of the reforms were less difficult for Governments in the former days of better financial facilities for both Government and the public. But, at present, if only to arrest still further deterioration, the task of reform has to be undertaken urgently. It is after much anxious examination of these aspects that we recommend to Government for immediate implementation a scheme of planned reform.

(iii) *Public Co-operation.*

5. For the full success of this endeavour, there is one condition which is as important as the financial resources,*viz.*, public co-operation in a spirit of civic duty and national endeavour. There should be an earnest realisation of the value of education, on the part of the people. It should be realised as being the only permanent means of raising and sustaining the standards of national welfare, standards of the professional service, economic enterprises and social progress. Along with Government efforts therefore, there should be an active common endeavour to promote the cause of education. A wise Chinese proverb says that for the permanent improvement of the people, the planting of trees is not enough, but the planting of men is essential, *i.e.*, the right education of men and women as members of society and as individuals. The value attached to education among progressive people of the

modern world is shown by the fact, to take but one instance, that England revised and passed her Education Act in 1944 at the height of the Second World War.

6. Education is not a Party subject, but should be a common national endeavour for the common good.

(iv) *The Present Budget.*

7. The present expenditure on Education is about a quarter of the State's Budget. The expenditure on Education is about Rs. 3.75 crores comprising the Budget of the Department of Public Instruction, the University and other Government Departments like the Industries, Agriculture, Muzrai, etc. (*vide* Statement 'A'.) The cost of the total reforms proposed by us is set out in Statement 'B'. It is about 166 lakhs recurring and non-recurring and additional to the present Budget for the first year and about 547 lakhs recurring and non-recurring in the tenth year. This additional expenditure of two or three crores per year for the reforms would bring up the education budget to about half of the entire State budget, if not more. In this situation, the need of Central assistance is vital to any reform in the State either for consolidation or development. The assistance is urgently needed and could be solicited at least for the essential development of Primary Education, for training Social Education workers in Central Janatha College or Vidya Peeta, for the propagation of the Federal language, for carrying out all-India projects of research in the Educational Bureau, in the University and in other special Institutions.

(v) *The Cost of the Reforms proposed and the need of Central Assistance.*

8. We considered various possibilities of additional revenues, such as enhancement of fees, the education cess, etc., but even with these, the cost of the full reforms would still be beyond the resources of the State. We were thus driven to the conclusion that no real and worthwhile plan of reforms could be implemented without substantial assistance from the Centre. Statement 'C' gives

the total revenues and total expenditure met from the revenue of the State, provision for Education and the percentage of expenditure on Education to the total revenues of the State for the last 10 years.

9. The main picture which we formed, after co-ordinating all the recommendations of reform made by the various Sub-Committees was of a wide system of education (*a*) which would not sacrifice efficiency at any stage, (*b*) which is open to all without distinction of class, creed, language or sex, and (*c*) which is diversified to enable the youth of different kinds of abilities, to train themselves up to the best modern standards of physical well-being, culture and professional skills, so as to serve as co-operative and disciplined individuals in a democratic society and State.

(vi) *Scheme of Objectives or Priorities.*

10. A skeleton picture of the special features of the State Educational system calling for attention is provided by the scheme of priorities ranging from Primary Education to the promotion of Kannada and classical studies. The scheme comprises the following :—

I. Basic Primary Education.

II. Vocational and Technical Education.

III. Teachers' qualifications, training and conditions of service.

IV. Social Education.

V. Administration and Inspection.

VI. System of Scholarships, Freeships and other Concessions.

VII. Medical Inspection, Physical Training and Manual (or Social) work.

VIII. Civic (including moral and cultural) Education.

IX. Text-Books and other literature for pupils, adults and teachers.

X. University Education (Administration, New Courses, etc.).

XI. Development of the Regional (Kannada) Language and Literature ; and Classical studies.

11. While formulating these objectives, the Committee are keenly aware of the need for freedom to explore and experiment along various lines of education. There could be no educational progress without educational freedom. Invaluable services have been rendered in the recent past to the cause of Indian education by such pioneering projects as the founding of Shantiniketan, the Wardha System, Mrs. Besant's System of National Schools, the Christian Missionary Schools and others. It is not possible or proper to anticipate and fix the future development of Indian education. It is detrimental to the best interests of the country to impose in a fascist spirit any single, rigid pattern and stifle educational experiment and progress.

(vii) *Educational Freedom and Experimental Schools.*

12. The Constitution allows the establishment of special schools [in Articles 29 (1) and (2), 30 (1) and (2), 337] to protect some sectional interests. Experimental schools also should be given freedom and recognition, in the interests of the general progress of education within the general objectives of the Constitution. All these are matters in which the State Government could take decisions on the merits of each case and we, therefore, feel that we need not go into this matter in detail. It is hoped that the Bureau of Education will also, on its research or experimental side help such experimental institutions.

(viii) *Financial implications of the proposed reforms.*

13. We have indicated in the foregoing chapters the additional cost required for implementing the various reforms. A consolidated statement showing the total cost of the proposed reforms spread over a period of 10 years is given in Statement 'B'.

14. The following is the summary of the additional recurring provision required under main heads for the full implementation of the reforms at the end of the 10th year

and the total expenditure under non-recurring for 10 years.

	In Lakhs of Rupees.	
	Recurring	*Non-recurring*
A. Primary Education ..	400.77	371.09
B. Secondary Education ..	43.20	117.00
C. Technical Education ..	8.70	33.50
D. Teachers' Training ..	19.82	9.89
E. University Education ..	9.00	11.00
F. Health, Physical Culture and extra curricular activities ..	9.66	4.65
G. Education and Employment ..	2.21	0.90
H. Scholarships ..	2.00	..
I. Samskritha Education ..	2.00	..
J. Administrative Reorganisation ..	0.50	..
K. Education of the Handicapped ..	0.27	0.40
Total ..	498.13	548.43

15. A forecast of the total Budget provision to be made including the present commitment, during the next 10 years, is given in Statement 'D'.

(ix) *Administrative Re-organisation.*

16. There are at present 3 Deputy Directors of Public Instruction to assist the Director of Public Instruction in the Administration of High, Middle and Primary Schools. These Deputy Directors are attached to the Office of the Director and each is in charge of one grade of education, *viz.*, High, Middle and Primary.

17. There are 9 District Educational Officers, each in charge of a District, and one District Educational Officer for Bangalore City and an Inspector of Schools in charge of the schools in Civil Area, Bangalore. The District Educational Officers and the Inspector of Schools, Civil Station are directly in charge of High and Middle Schools in the District. They have to inspect these institutions and submit their inspection reports to the Director. They are also in charge of the Administration and general supervision of the Primary Schools in their Districts or jurisdiction.

18. These District Educational Officers are assisted in the administration of Primary Schools by 111 Inspectors of Schools. These Inspectors of Schools inspect the Primary Schools in their jurisdiction and are also entrusted with the work of inspecting the rural Middle Schools.

19. The main defect in the present system of administration is that the Deputy Directors who are attached to the Office of the Director are burdened with the disposal of the routine files and can spare very little time for the inspection and supervision of the High Schools. The District Educational Officers, on the other hand, are burdened with all grades of Education in the District and find it practically impossible to manage the work allotted to them efficiently. Except for some visits now and then at the time of their inspection of Middle Schools, the District Educational Officers are unable to supervise the work of Primary Schools in any effective manner.

20. An effective administration and supervision is very necessary if education is to yield good results and in the absence of such a machinery, all efforts to improve the quality of work in our schools would be futile.

21. We, therefore, recommend that the administrative set-up of the Department of Education be re-organised and developed on the following lines :—

(1) The Director of Public Instruction will co-ordinate and be in general charge of Primary and Secondary Education, including Intermediate Colleges, Technical Education, Samskrita Education and some aspects of Social Education. He will also function as the Chairman of the Council of Technical Education and the Board of High School and Intermediate Education.

(2) There will be a Joint Director in direct charge of Primary Education. Ten District Educational Officers and the existing 111 Inspectors in addition to the additional Inspectors who may be appointed to bring up their ratio to one Inspector for 150 teachers will work under the general supervision of the Joint Director for Primary Education.

(3) In regard to Secondary Education, two Deputy Directors will be placed in charge of two divisions, *viz.*,

the Bangalore Division and the Mysore Division with their Headquarters respectively at Bangalore and Mysore The jurisdiction of the two Deputy Directors in these two divisions will comprise the following Districts :—

Deputy Director, Bangalore Division.

Districts	Number of High Schools	Number of Intermediate Colleges
Bangalore City and Civil Station ..	43	7
Bangalore District ..	15	..
Kolar District ..	16	1
Tumkur District ..	23	1
Shimoga District ..	20	1
Total ..	117	10

Deputy Director, Mysore Division.

Mysore District ..	31	4
Hassan District ..	20	1
Chikmagalur District ..	12	1
Mandya Dstrict ..	13	1
Chitaldrug District ..	24	2
Total ..	100	9

(4) The inspection work of the Junior Secondary Schools will be entrusted to four Subject Inspectors.

(5) The inspection of the Intermediate Colleges consisting of the Senior stage of Secondary Education will be conducted by the Director of Public Instruction. Arrangements for the inspection of the 'C' group comprising the Technical subjects will be made by the Council of Technical Education. The general administration and supervision of the Secondary Schools (High School level) will vest in the Divisional Deputy Directors.

(6) At the Headquarters at Bangalore two Officers of the status of Deputy Director and District Educational Officers will assist the Director in the day-to-day administration of the Department.

(7) The Officer in charge of Technical Education will be of the status of a Deputy Director and will function

also as Secretary to the Council and the Board of Technical Education.

(8) In regard to the question of Women Inspectresses, we recommend that a percentage of Women Inspectresses should be appointed in the existing cadre of the District Educational Officers, in view of introduction of Domestic Science subjects, the proposed increase in the number of Women teachers in the Primary Schools and the interests of the education of women in general.

22. A lumpsum provision of Rs. 50,000 a year recurring and non-recurring has been provided in the scheme for the main re-organisation of the existing administrative set-up on the lines outlined above.

As a partial set-off against this additional cost, the following posts could be retrenched :—

(1) The Inspector of Schools, Civil Station, Bangalore.

(2) The Superintendent of Practical Instruction.

(3) The Agricultural Inspector of Schools.

(x) *Samskrita Education.*

23. The Scheme provides also for the re-organisation of Samskrita Education in all its grades in the Schools administered by the Muzrai Department (which are proposed to be transferred to the Department of Education) and the schools managed by the Department of Education itself. It has to be recognised that Samskrita is not merely of antiquarian or philological interest as the common mother of the Indo-Aryan family of languages, Greek, Roman and their derivatives and the Indian languages, but as a living factor in the development of all current Indian Languages including Hindi (as indicated in Art. 351 of the Indian Constitution) as well as their approach or approximation to one another. It has further to be recognised that Samskrita is the repository of Indian knowledge in the Natural Sciences, in Mathematics, Astronomy, Medicine, etc., and in the Humanities like Philosophy, Drama and Poetry, and that these have their

own special value even in the present day, contributing a point or two to some field of modern knowledge. There is also the further fact of an Indian contribution to World Culture, the classical sources of which contribution lie in Samskrita.

24. An additional provision of Rs. 2 lakhs has therefore been made in the Scheme for the promotion of Samskrita in our Schools. It is hoped that in this re-organisation the special character of these Samskrita Patasalas comprising their atmosphere of Gurukula, simple living and religious devotion to learning, intensive methods of study, etc., will be maintained.

25. At the University level, the scheme comprises the promotion of Research in the Oriental Library, Archæology Department and other Institutions to be co-ordinated with that in the Department of Indology in the University.

26. The Committee would recommend also that the position of Vidwans and Pandits in regard to scales of pay, employment in schools, etc., may be given sympathetic consideration. Whether as the repositories of classical learning or as time-honoured propagators of the great ideal of simple living and devotion to learning, their position needs better recognition under a national system of Education.

(xi) *Scholarships.*

27. In view of the considerable deficiency of the Scholarship system of the State in respect of Scholarships, the scheme provides for more scholarships in the High School and Collegiate grades. The Committee observe that to get the best result from the system of scholarships, reserved or general, they should be awarded to really deserving poor candidates with character, and industry.

(xii) *Alumni Associations.*

28. Alumni Associations would be rendering an immense service if they could bring about a movement among old boys and girls who have received benefits by way of

free-studentships and scholarships in the course of their education, to donate funds for the institution of more free-studentships and scholarships for the benefit of students in need, succeeding them in the schools and colleges. Such a system is in vogue in some educational organisations which provide educational facilities. These organisations expect that the recipients, after they begin to earn, will return the benefits at least in part, in the form of financial aid to students who come after them.

(xiii) *Adult Education.*

29. The general administrative control should be transferred to the Department of Public Instruction so that the Literacy Classes and the Rural libraries may be more effectively organised and developed. The present organisation may be allowed to concentrate their efforts in the field of Social Education, the development of Janata Colleges or Vidya Peethas, etc. (*vide* Chapter III).

(xiv) *Visual Education.*

30. The scheme of Visual Education should be enlarged on a self-sufficient basis as at present and worked with greater co-ordination and system by pooling the resources available in the various Departments like the Rural Development and Health Departments. (*Vide* Chapter XV).

(xv) *Medical Inspection.*

31. It is for the consideration of Government how far co-ordination with the Medical and Health Departments could be effected in the interests of more economical and efficient Medical Inspection of pupils in all grades. Free Medical treatment, wherever necessary, on the basis of the Medical Inspection Reports, should be provided by the Health and Medical Departments for all those in need as a regular part of the general facilities of Education.

(xvi) *Teacher Training.*

32. In order to tackle the vast problem of the training of the 70 per cent of teachers who are now untrained in the Primary Schools of the State speedily, without inflicting heavy financial burdents on the State, the following recommendations are made :—

(1) that the age of superannuation of the trained teachers be raised from the present 55 years to 60 years ;

(2) that the services of retired trained teachers be secured either on voluntary basis or on the basis of payment of a small honorarium, wherever possible or necessary to minimise the cost on teaching staff of the training Institutions ;

(3) the present practice of granting exemptions from training to teachers in service who are over 40 years of age be continued and more generally, if not universally, applied to all such teachers in service ;

(4) that an adequate number of seats be reserved in the Normal Schools for private candidates with S.S.L.C. qualifications during the first year, and their number gradually increased with the demand for admission and that a fee of Rs. 40 be charged for the entire course.

(xvii) *Subject Inspectors.*

33. Provision is made in the scheme for the appointment of four subject Inspectors to inspect the work of the Secondary School teachers in different subjects such as Science, History, Domestic Science, etc. One of the subject Inspectors will have to be a lady trained in Domestic Science and other special subjects taught in the Girls' High Schools.

(xviii) *Bureau of Education.*

34. The proposed Bureau of Education will undertake, besides the important and onerous task of preparing suitable text-books for all grades from the Primary to the Intermediate stage, Research in Educational problems, the publication of periodical Bulletins, Guide Books on

methods of teaching, etc. The cost of establishing the Bureau with three Research Sections is spread over three years and the necessary provision has been made in the scheme.

(xix) *Revision of the Rules of Recruitment and Service Conditions.*

35. The Committee strongly recommend that a review and revision of the rules of recruitment and conditions of service of the teachers of all grades be made as early as possible as recommended by Dr. C. R. Reddy in his Report. Any relief, financial or otherwise, which may be possible and equitable in any instance may be granted.

36. Dr. C. R. Reddy's observations and recommendations are briefly as follows :—

"On account of recruitment rules, it is found impossible to secure a stable contented and qualified staff for Secondary Schools" (Page 26). These result "in a large number of posts being kept unfilled permanently and the persons appointed temporarily have always a Damocles' sword hanging above them. This is a situation in which neither the backward communities nor the nation at large profit. (Page 27). On pages 104 and 107, Dr. Reddy refers to the question again, and argues it at considerable length. He concludes, "Until some major rectification is made, there does not appear to be any hope for the present, of setting right one of the more far-reaching mal-adjustments in the teaching organisation at any stage of School Education". (Page 10 of his report).

Dr. Reddy refers to the same question in other places also in his Report.

(xx) *Revision of Grant-in-aid Code.*

37. In order to encourage private schools and their provision of special amenities, courses of study, etc., we recommend that all Aided Institutions may be allowed to levy school and college fees, at their own discretion, at rates different from those fixed by Government for their public institutions. The calculation of admissible grants however under the Grant-in-Aid Code shall be made on the basis of the standard rates fixed by Government.

The rate of Grant-in-Aid may continue to be 75 per cent of the approved expenditure in the State, athough it is higher than the two-thirds rate generally prevalent elsewhere.

(xxi) *Municipal High Schools.*

38. Under the existing Grant-in-Aid rules, the Aided Institutions under private Management are permitted to adopt the scales of pay obtaining in Government Institutions and when such scales are adopted, grants are paid on the basis of those scales of pay. But this concession is denied to the Aided Institutions run by the Municipalities and District Boards. The salary-grades fixed by Government for Municipal High School teachers and Head Masters are lower than those of the Government High Schools, though their qualifications and work are identical. We strongly recommend the plea of the State Education League (Municipal High School Section) in this regard for the consideration of Government. It is equitable also to consider sympathetically, in consultation with the Local Bodies concerned, the question of the institution of a pension scheme for the teachers in Municipal Schools.

39. We further strongly recommend the equalisation of the pay and status of Music teachers in High Schools and other institutions (both in Government and Aided) with those of Pundits and Munshis in similar institutions.

(xxii) *Fee Compensation to Aided Girls' High Schools.*

40. The question of allowing compensation for the loss of fee income sustained by Aided Girls' High Schools on account of the prevailing concession of half rates of fees to the Girl students came up for our consideration. We recommend that with a view to encouraging private enterprise in starting new High Schools for girls and thus helping the spread of girls' education in the State, compensation may be allowed to the extent of loss sustained by the Aided Institutions and that necessary provision be made for this purpose in the Grant-in-Aid Rules.

(xxii) *Some Sources of Additional Revenue for Education.*

41. Turning from the expenditure to the Revenue side, we have discussed anxiously and at considerable length various possible resources of additional revenue. The local sources, such as, the enhancement of fees, increase of Education cess on land revenue, etc., seem difficult and may not also yield any substantial help. We found that our main source of hope for the implementation of the reforms was in the generous assistance of the Central Government, at this juncture.

42. A brief account of the various sources of additional revenues and the extent of assistance expected from each is as follows :—

(*a*) *Subsidy of Central Government.*

The Committee would urge that the Central Government may be earnestly approached for generous, or adequate subsidy in respect of the additional expenditure on Primary Education for a special project under the Directive of the Constitution such as the extension of free and compulsory education, the development of Basic Schools and Basic training schools, the propagation of Hindi, Post-graduate research, the Education Research Bureau, the development of the N.C.C., a Central Janatha College or Vidya Peeta, development of the Regional literature, and any special projects of Research of All-India importance.

(*b*) *Revision of Tuition and other Fees.*

A comparative statement of school fees levied at present in Mysore, Madras and Bombay is given in Statement E. We recommend for the consideration of Government the levy of the revised rates of fees detailed in the statement for the Junior Secondary Schools which would be on a par with the rates obtaining in the neighbouring State of Madras.

The various improvements embodied in the reformed scheme would alone more than justify the slight revision in the rates of fees for tuition or training and

Examinations. In regard to the revision of fees proposed for the Secondary Schools, it has to be pointed out that the provision of Vocational subjects alone would cost, per head, more than the fees proposed to be levied, so that, three parts of the Secondary education would still be free.

In the case of Colleges, we recommend that the present rates of fees be increased by 25 per cent.

The rates of Medical Inspection fees have been revised by a few annas in view of the greatly increased cost of medical service at present and also with a view to making medical inspection more effective.

The enhancement of the fee for the Examinations conducted by the Department and the University is inevitable on account of the increased cost of stationery, printing, etc. We recommend that the rates of fees for the several examinations conducted by the Department of Public Instruction be revised as indicated in Statement 'F'. For the examinations conducted by the University the increase we propose is 25 per cent of the existing rates.

(*c*) *Revision of Education Cess, Land Revenue and Introduction of Re-survey and Re-settlement.*

The present rate of Education Cess on Land Revenue, *viz.*, 9 pies for a rupee, was fixed several years ago and may be revised perhaps to annas two and pies three and made to apply to revenues from land and other immovable capital in Urban and Rural areas. We also recommend that the basis of assessment of land revenue may be revised so as to be on par with that in the neighbouring States and that the introduction of Re-survey and Re-settlement may be undertaken at an early date.

(*d*) *Education Cess on extra Profits of Industries and Trade.*

We recommend that a suitable Education Cess may be considered and levied either on the basis of the men employed by the Industries and Trades or on the basis of the extra profits made. It is but right that

Industries, Trades and other units which derive large profits by way of the Technical personnel who are trained at considerable cost in the Educational system of the State and discoveries and inventions made with costly equipment in the State Laboratories by poorly-paid Research Scholars toiling at the frontiers of knowledge, should make some little return for the development of Education and provision of Educational facilities for the poor and deserving.

(*e*) *Feasibility of a Tax on Commercial Crops.*

Government may consider also the feasibility of taxing Commercial Crops, and also any other possible sources of revenue for the great cause of the better education of the people.

(*f*) *Prohibition.*

We also discussed at length the feasibility of recommending to Government the scrapping of Prohibition existing in a few parts of the State. As this is a bigger problem involving policy, we think it wise to leave it to the discretion of Government.

43. A consolidated statement showing the probable additional revenue we expect from some of the sources indicated above is given in Statement 'G'.

44. The sources we have indicated above are by no means exhaustive and we earnestly recommend to Government that all possible sources should be tapped to raise the revenues of the State not only to wipe off the present deficit budget, but also to find funds for the proposed Educational Reforms, the far reaching effects of which will be more clearly felt in years to come. It is easy enough to let things drift, on grounds of financial stringency. But with the earnest efforts of Government to increase their revenues, with the generous assistance of the Central Government and the co-operation of the public, we have every hope that the financial difficulties will be surmounted and that as many of the improvements as possible embodied in our Scheme of Reforms will be immediately implemented.

45. We recommend, as integral part of our scheme, that at the end of 2 years, a detailed review should be made of its working, in order to determine what further steps may be taken to revise or extend the Reforms.

STATEMENT "A".

Statement showing the present Budget Provision under main Heads for Education comprising the Budget of the Department of Education, the University and other Government Departments like the Industries, Agriculture, Muzrai, etc.

Details	*Budget provision for 1952-53*
	(In lakhs of Rupees)
A. UNIVERSITY ..	53.71
B. SECONDARY ..	73.13
C. PRIMARY (including provision for Adult Education) ..	154.01
D. SPECIAL—	
Samskrita Education ..	2.10
Training Institutions ..	9.18
School for Deaf and Blind Boys ..	.38
Technical and Vocational Institutions ..	24.22
E. GENERAL—	
Direction ..	2.83
Inspection ..	9.69
Scholarships ..	4.63
Medical Inspection and Physical Education ..	.45
Miscellaneous ..	40.65
Total ..	374.98

Note.—1. Provision for buildings, Grants to Orphanages and Miscellaneous Institutions, the Indian Institute of Science, Boy Scout charges, Contingent Grants for Examinations, etc., is brought under Miscellaneous.

STATEMENT 'B'.

CONSOLIDATED STATEMENT SHOWING THE TOTAL COST OF THE PROPOSED REFORMS SPREAD OVER A PERIOD OF 10 YEARS.

In Lakhs of Rupees

Sl. No.	Details	Expenditure during 1st year		2nd year		3rd year		4th year		5th year	
		*R.	†N.R.	R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.
	I. *Primary and Adult Education*										
1.	Training of Craft Teachers (300 every year.)	..	.34	..	.34	..	.34	..	.34	..	.34
2.	Equipment to Craft Schools ..	..	.30	.08	.30	0.15	0.30	0.23	0.30	.30	.30
3.	Training Inspectors and Teachers in Basic Education.	..	.20	..	..	..	..	..	..	..	..
4.	Conversion of Ordinary Schools to Basic Schools.	0.15	3.60	.30	3.60	.45	3.60	.60	3.60	.75	3.60
5.	Up-grading 600 posts in 40—80 grade to 60—4—100.	1.60	..	1.60	..	1.60	..	1.60	..	1.60	..
6.	Extending the Scheme of Compulsory Education. (Appointing 2,800 Additional Teachers every year).	35.80	32.67	71.60	32.67	107.40	32.67	143.20	32.67	179.00	32.67
	Cost of appointing Additional Inspectors. (Twenty-two Ranges every year).	1.32	.18	2.64	.18	3.96	.18	5.28	.18	6.60	.18
	Appointment of 100 Attendance Officers every year.	1.45	..	2.90	..	4.35	..	5.80	..	7.25	..
7.	Adult Education—Provision for extending its activities.	1.20	..	2.40	..	3.60	..	4.80	..	6.00	..
	Total I. ..	41.52	37.29	81.52	37.09	121.51	37.09	161.51	37.09	201.50	37.09

*R—Recurring. †N.R.—Non-Recurring.

Sl. No.	Details	Expenditure during									
		6th year		7th year		8th year		9th year		10th year	
		R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.
	I. *Primary and Adult Education*										
1.	Training of Craft Teachers (300 every year).	..	.34	..	.34	..	.34	..	.34	..	.34
2.	Equipment to Craft Schools ..	.37	.30	.45	.30	.52	.30	.60	.30	.68	.30
3.	Training Inspectors and Teachers in Basic Education.	..	..	..	..	..	..	..	..	..	..
4.	Conversion of Ordinary Schools to Basic Schools.	.90	3.60	1.05	3.60	1.20	3.60	1.35	3.60	1.50	3.60
5.	Up-grading 600 posts in 40—80 grade to 60—4—100.	1.60	..	1.60	..	1.60	..	1.60	..	1.60	..
6.	Extending the Scheme of Compulsory Education. (Appointing 2,800 Additional Teachers every year).	214·80	32.67	250.60	32.67	286.40	32.67	322.20	32.67	358.00	32.67
7.	Cost of appointing Additional Inspectors. (Twenty-two Ranges every year).	7.92	.18	9.24	.18	10.56	.18	11.88	.18	13.14	.17
8.	Appointment of 100 Attendance Officers every year.	8.70	..	10.15	..	11.60	..	13.05	..	13.85	..
9.	Adult Education—Provision for extending its activities.	7.20	..	8.40	..	9.60	..	10.80	..	12.00	..
	Total I. ..	241.49	37.09	281.49	37.09	321.48	37.09	361.48	37.09	400.77	37.08

STATEMENT B—*contd.*

Sl. No.	Details	Expenditure during									
		1st year		2nd year		3rd year		4th year		5th year	
		R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.
	II. *Secondary Education*										
	For providing Vocational Education to 12,000 Students in Secondary Schools each year.	4.32	11.70	8.64	11.70	12.96	11.70	17.28	11.70	21.60	11.70
	Total II ..	4.32	11.70	8.64	11.70	12.96	11.70	17.28	11.70	21.60	11.70
	III. *Technical and Vocational Education*										
1.	Administration	.50	1.00	.50	.50	.50	.50	.50	..	.50	..
2.	Technical Institutes. (Occupational Institute, Mysore).	1.20	1.00	1.20	1.00	1.20	1.00	1.20	1.00	1.20	1.00
3.	Commercial Education. (Institute of Practical Arts).	1.00	1.50	1.00	1.00	1.00	.50	1.00	..	1.00	..
4.	Agricultural School	..	.50	..	.50	..	..	..	..	..	..
5.	Social Service (Additional Course in Medical School).	.80	1.00	.80	1.00	.80	..	.80	..	.80	..
6.	Vocational School for Women (Upgrading the Course).	.20	.50	.20	..	.20	..	.20	..	.20	..
7.	Technical Schools	4.50	2.00	4.50	2.00	4.50	2.00	4.50	2.00	4.50	2.00
8.	School of Forestry	.50	.50	.50	.50	.50	.50	.50	.50	.50	..
	Total III ..	8.70	8.00	8.70	6.50	8.70	4.50	8.70	3.50	8.70	3.00

Sl. No.	Details	Expenditure during									
		6th year		7th year		8th year		9th year		10th year	
		R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.
	II. *Secondary Education*										
	For providing Vocational Education to 12,000 Students in Secondary Schools each year.	25.92	11.70	30.24	11.70	34.56	11.70	38.88	11.70	43.20	11.70
	Total II ..	25.92	11.70	30.24	11.70	34.56	11.70	38.88	11.70	43.20	11.70
	III. *Technical and Vocational Education*										
1.	Administration	.50	..	.50	..	.50	..	.50	..	.50	..
2.	Technical Institutes. (Occupational Institute, Mysore).	1.20	..	1.20	..	1.20	..	1.20	..	1.20	..
3.	Commercial Education. (Institute of Practical Arts).	1.00	..	1.00	..	1.00	..	1.00	..	1.00	..
4.	Agricultural School	..	..	..	..	..	..	..	..	..	..
5.	Social Service (Additional Course in Medical School).	.80	..	.80	..	.80	..	.80	..	.80	..
6.	Vocational School for Women. (Upgrading the Course).	.20	..	.20	..	.20	..	.20	..	.20	..
7.	Technical Schools	4.50	2.00	4.50	2.00	4.50	2.00	4.50	2.00	4.50	..
8.	School of Forestry	.50	..	.50	..	.50	..	.50	..	.50	..
	Total III ..	8.70	2.00	8.70	2.00	8.70	2.00	8.70	2.00	8.70	..

STATEMENT B—*contd.*

Sl. No.	Details	Expenditure during									
		1st year		2nd year		3rd year		4th year		5th year	
		R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.
	IV. *University Education*										
1.	Kannada Books for Intermediate ..	.50	2.50	.50	2.50	.50	2.00	.50	2.00	.50	.50
2.	Introduction of Home Science and Music.	.50	1.50	.50	..	.50	..	.50	..	.50	..
3.	University Settlement	2.00	..	2.00	..	2.00	..	2.00	..	2.00	..
4.	Salary Revision	6.00	..	6.00	..	6.00	..	6.00	..	6.00	..
	Total IV ..	9.00	4.00	9.00	2.50	9.00	2.00	9.00	2.00	9.00	.50
	V. *Teacher Training*										
1.	Teachers' College, Bangalore ..	1.85	.40	1.85	..	1.85	..	1.85	..	1.85	..
2.	Aided Teachers' College	.25	.10	.25	..	.25	..	.25	..	.25	..
3.	Ten District Training Schools ..	6.05	1.35	6.05	..	6.05	..	6.05	..	6.05	..

4.	Vidyanagar Centre	.67	..	.67	..	.67	..	.67	..	.67	..
5.	Sixty Training Courses in High Schools.	4.56	7.80	4.56	..	4.56	..	4.56	..	4.56	..
6.	Three Training Courses in Aided High Schools.	.18	.10	.18	..	.18	..	.18	..	.18	..
7.	Summer Course for Intermediate Teachers.	.01	..	.01	..	.01	..	.01	..	..	..
8.	Refresher Courses for trained Teachers.	1.39	..	1.39	..	1.39	..	1.39	..	1.39	..
9.	Training Course for Pandits ..	.52	..	.52	..	.52	..	.52	..	.52	..
10.	Bureau of Education, and three Research Sections.	2.80	..	2.80	..	2.80	..	2.80	..	2·80	..
11.	Training of English and Tamil Teachers.	.12	..	.12	..	.12	..	.12	..	.12	..
12.	Training of Vocational and Technical School Teachers.	.10	..	.10	..	.10	..	.10	..	.10	..
13.	Seminars for Primary School Teachers.	.21	..	.21	..	.21	..	.21	..	.21	..
14.	Seminars for High School Teachers ..	.08	..	.08	..	.08	..	.08	..	.08	..
15.	Fifteen Hostels attached to Training Schools.	.10	..	.10	..	.10	..	.10	..	.10	..
16.	Six Supervisors including one for Physical Education.	.66	.14	.66	..	.66	..	.66	..	.66	..
17.	Lumpsum for Stipend Grants to Aided School Teachers, etc.	.27	..	.27	..	.27	..	.27	..	.27	..
	Total V ..	19.82	9.09	19.82	..	19.82	..	19.82	..	19.82	..

STATEMENT B—*contd.*

Sl. No.	Details	Expenditure during									
		6th year		7th year		8th year		9th year		10th year	
		R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.
	IV. *University Education*										
1.	Kannada Books for Intermediate ..	.50	..	.50	..	.50	..	.50	..	.50	..
2.	Introduction of Home Science and Music.	.50	..	.50	..	.50	..	.50	..	.50	..
3.	University Settlement	2.00	..	2.00	..	2.00	..	2.00	..	2.00	..
4.	Salary Revision	6.00	..	6.00	..	6.00	..	6.00	..	6.00	..
	Total IV ..	9.00	..	9.00	..	9.00	..	9.00	..	9.00	..
	V. *Teacher Training.*										
1.	Teachers' College, Bangalore ..	1.85	..	1.85	..	1.85	..	1.85	..	1.85	..
2.	Aided Teachers' College	.25	..	.25	..	.25	..	.25	..	.25	..
3.	Ten District Training Schools ..	6.05	..	6.05	..	6.05	..	6.05	..	6.05	..

4.	Vidyanagar Centre	.67	..	.67	..	.67	..	.67	..	.67	..
5.	Sixty Training Courses in High Schools.	4.56	..	4.56	..	4.56	..	4.56	..	4.56	..
6.	Three Training Courses in Aided High Schools.	.18	..	.18	..	.18	..	.18	..	.18	..
7.	Summer Course for Intermediate Teachers.	.01	..	.01	..	.01	..	.01	..	.01	..
8.	Refresher Courses for trained Teachers.	1.39	..	1.39	..	1.39	..	1.39	..	1.39	..
9.	Training Course for Pandits ..	.52	..	.52	..	.52	..	.52	..	.52	..
10.	Bureau of Education, and Three Research Sections.	2.80	..	2.80	..	2.80	..	2.80	..	2.80	..
11.	Training of English and Tamil Teachers.	.12	..	.12	..	.12	..	.12	..	.12	..
12.	Training of Vocational and Technical School teachers.	.10	..	.10	..	.10	..	.10	..	.10	..
13.	Seminars for Primary School Teachers.	.21	..	.21	..	.21	..	.21	..	.21	..
14.	Seminars for High School Teachers ..	.08	..	.08	..	.08	..	.08	..	.08	..
15.	Fifteen Hostels attached to Training Schools.	.10	..	.10	..	.10	..	.10	..	.10	..
16.	Six Supervisors including one for Physical Education.	.66	..	.66	..	.66	..	.66	..	.66	..
17.	Lumpsum for Stipends Grants to Aided School Teachers, etc.	.27	..	.27	..	.27	..	.27	..	.27	..
	Total V ..	19.82	..	19.82	..	19.82	..	19.82	..	19.82	..

STATEMENT B—*contd.*

Sl. No.	Details	Expenditure during 1st year R	1st year N.R.	2nd year R.	2nd year N.R.	3rd year R.	3rd year N.R.	4th year R.	4th year N.R.	5th year R.	5th year N.R.
	VI. *Health, Physical Education and Extra Curricular Activities.*										
1.	Cost of Medical Inspection scheme ..	1.90	..	1.90	..	3.80	..	3.80	..	5.70	..
2.	Madhyama Training of the Bharat Seva Dal.	.70	..	.70	..	.70	..	.70	..	.70	..
3.	Kendranayaka Course	..	.06	..	.06	..	.06	..	..	..	..
4.	Starting a College of Physical Education.	.25	2.75	.30	1.25	.35	.15	.40	.15	.45	.15
5.	Physical Education Teachers to Secondary Schools. (Twenty every year).	.27	..	.54	..	.81	..	1.08	..	1.35	..
6.	Physical Education Assistant to the Director of Public Instruction.	.11	.02	.11	..	.11	..	.11	..	.11	..
	Total VI ..	3.23	2.83	3.55	1.31	5.77	.21	6.09	.15	8.31	.15
	VII. *Education and Employment*										
1.	Research Scheme to standardise Tests.	.21	.02	.21	..	.21	..	.21	..	.21	..
2.	Institute of Educational and Vocational Guidance.	.50	.22	.50	..	1.00	.22	1.50	.22	2.00	.22
	Total VIII ..	.71	.24	.71	..	1.21	.22	1.71	.22	2.21	.22

Sl. No.	Details	Expenditure during									
		6th year		7th year		8th year		9th year		10th year	
		R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.
	VI. *Health, Physical Education and Extra Curricular Activities*										
1.	Cost of Medical Inspection scheme ..	5.70	..	5.70	..	5.70	..	5.70	..	5.70	..
2.	Madhyama Training of the Bharat Seva Dal.	.70	..	.70	..	.70		.70	..	.70	..
3.	Kendranayaka Course	..	..	..	..	..	..	..	..	..	..
4.	Starting a College of Physical Education.	.45	..	.45	..	.45	..	.45	..	.45	..
5.	Physical Education Teachers to Secondary schools. (Twenty every year).	1.62	..	1.89	..	2.16	..	2.43	..	2.70	..
6.	Physical Education Assistant to the Director of Public Instruction.	.11	..	.11	..	.11	..	.11	..	.11	..
	Total VI ..	8.58	..	8.85	..	9.12	..	9.39	..	9.66	..
	VII. *Education and Employment*										
1.	Research Scheme to standardise Tests.	.21	..	.21	..	.21	..	.21	..	.21	..
2.	Institute of Educational and Vocatioal Guidance.	2.00	..	2.00	..	2.00	..	2.00	..	2.00	..
	Total VIII ..	2.21	..	2.21	..	2.21	..	2.21	..	2.21	..

STATEMENT B—*contd.*

Sl. No.	Details	Expenditure during									
		1st year		2nd year		3rd year		4th year		5th year	
		R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.	R.	N.R.
VIII.	Samskrita Education ..	2.00	..	2.00	..	2.00	..	2.00	..	2.00	..
IX.	Education of the Handicapped ..	.27	.40	.10	.27	.07	.10	.27	.10	.27	..
X.	Administration (Re-organisation)..	.50	..	.50	..	.50	..	.50	..	.50	..
XI.	Scholarships	2.00	..	2.00	..	2.00	..	2.00	..	2.00	..
	ABSTRACT										
I.	Primary and Adult Education..	41.52	37.29	81.52	37.09	121.51	37.09	161.51	37.09	201.50	37.09
II.	Secondary Education ..	4.32	11.70	8.64	11.70	12.96	11.70	17.28	11.70	21.60	11.70
III.	Technical and Vocational Education.	8.70	8.00	8.70	6.50	8.70	4.50	8.70	3.50	8.70	3.00
IV.	University Education ..	9.00	4.00	9.00	2.50	9.00	2.00	9.00	2.00	9.00	.50
V.	Teachers Training	19.82	9.89	19.82	..	19.82	..	19.82	..	19.82	..
VI.	Health and Physical Education	3.23	2.83	3.55	1.31	5.77	.21	6.09	.15	8.31	.15
VII.	Education and Employment ..	.71	.24	.71	..	1.21	.22	1.71	.22	2.21	.22
VIII.	Samskrita Education ..	2.00	..	2.00	..	2.00	..	2.00	..	2.00	..
IX.	Education of the Handicapped	.27	.10	.27	.10	.27	.10	.27	.10	.27	..
X.	Administration (Re-organisation).	.50	..	.50	..	.50	..	.50	..	.50	..
XI.	Scholarships	2.00	..	2.00	..	2.00	..	2.00	..	2.00	..
	Total ..	92.07	74.05	136.71	59.20	183.14	55.82	228.88	54.76	275.91	52.66
Total of Recurring and Non-Recurring cost		166.12		195.91		239.66		283.64		328.57	

STATEMENT B—*concld.*

Sl. No.	Details	Expenditure during 6th year R.	6th year N.R.	7th year R.	7th year N.R.	8th year R.	8th year N.R.	9th year R.	9th year N.R.	10th year R.	10th year N.R.
VIII.	Samskrita Education	2.00	..	2.00	..	2.00	..	2.00	..	2.00	..
IX.	Education of the Handicapped ..	.27	..	.27	..	.27	..	.27	..	.27	..
X.	Administration (Re-organisation)..	.50	..	.50	..	.50	..	.50	..	.50	..
XI.	Scholarships	2.00	..	2.00	..	2.00	..	2.00	..	2.00	..

ABSTRACT

I.	Primary and Adult Education	241.49	37.09	281.49	37.09	321.48	37.09	361.48	37.09	400.77	37.08
II.	Secondary Education ..	25.92	11.70	30.24	11.70	34.56	11.70	38.88	11.70	43.20	11.70
III.	Technical and Vocational Education.	8.70	2.00	8.70	2.00	8.70	2.00	8.70	2.00	8.70	..
IV.	University Education ..	9.00	..	9.00	..	9.00	..	9.00	..	9.00	..
V.	Teacher Training	19.82	..	19.82	..	19.82	..	19.82	..	19.82	..
VI.	Health and Physical Education	8.58	..	8.58	..	9.12	..	9.39	..	9.66	..
VII.	Education and Employment	2.21	..	2.21	..	2.21	..	2.21	..	2.21	..
VIII.	Samskrita Education ..	2.00	..	2.00	..	2.00	..	2.00	..	2.00	..
IX.	Education of the Handicapped	.07	..	.07	..	.07	..	.07	..	.07	..
X.	Administration (Re-organisation).	.50	..	.50	..	.50	..	.50	..	.50	..
XI.	Scholarships	2.00	..	2.00	..	2.00	..	2.00	..	2.00	..
	Total ..	320.49	50.79	365.08	50.79	400.66	50.79	445.25	50.79	498.13	48.78
	Total of Recurring and Non-recurring cost	371.28		415.87		460.45		505.04		546.91	

STATEMENT 'C'

STATEMENT SHOWING THE TOTAL REVENUE, TOTAL EXPENDITURE CHARGED TO REVENUE, PROVISION FOR EDUCATION AND PERCENTAGE OF EXPENDITURE ON EDUCATION TO TOTAL REVENUES OF THE STATE.

In Crores of Rupees

Items	Budget for									
	1943–44	44–45	45–46	46–47	47–48	48–49	49–50	50–51	51–52	52–53
1. Total Revenue (Budget)	6.01	8.18	9.27	9.08	10.16	10.68	12.31	11.70	13.81	14.99*
2. Total Expenditure charged to Revenue (Budget).	5.97	8.16	9.18	9.05	10.13	11.38	12.41	11.87	14.18	16.01*
3. Provision for Education. (Including the provision for Education under Agriculture, Muzrai, Industries and Supplies Departments).	.72	.96	1.12	1.23	1.67	2.79	2.93	2.86	3.44	3.75
4. Percentage of Expenditure on Education to Total Revenue.	11.95%	11.75%	12.08%	13.55%	16.45%	26.11%	23.76%	24.47%	24.94%	25.01%

Note.—*Figures indicated against items 1 and 2 under Column 52·53 indicate net figures.

STATEMENT 'D'

A FORECAST OF EDUCATIONAL BUDGET FOR THE NEXT 10 YEARS FOR IMPLEMENTING THE REFORMS (INCLUDES THE PRESENT COMMITMENT ALSO).

In Lakhs of Rupees

Heads	Budget 52-53	Forecast of the future budget including the present									
		I Year	II Year	III Year	IV Year	V Year	VI Year	VII Year	VIII Year	IX Year	X Year
A. University	53.71	44.48	42.48	41.98	41.98	40.48	39.98	39.98	39.98	39.98	39.98
B. Secondary	73.13	113.32	117.64	121.96	126.28	130.60	134.92	139.24	143.56	147.88	152.20
C. Primary	154.01	229.33	266.56	303.78	341.01	378.23	415.45	452.68	489.90	527.13	564.36
D. Special—											
Samskrita Education ..	2.10	4.10	4.10	4.10	4.10	4.10	4.10	4.10	4.10	4.10	4.10
Training Institutions ..	9.18	36.83	27.24	27.24	27.24	27.24	27.24	27.24	27.24	27.24	27.24
School for Deaf and Blind Boys	.38	.75	.75	.75	.75	.65	.65	.65	.65	.65	.65
Technical and Vocational Institutions.	24.22	40.08	39.08	37.08	36.58	36.08	35.08	35.08	35.08	35.08	33.08
Education and Employment	..	.95	.71	1.43	1.93	2.43	2.21	2.21	2.21	2.21	2.21
E. General—											
Direction	2.83	4.96	4.44	4.44	3.94	3.94	3.94	3.94	3.94	3.94	3.94
Inspection	9.69	12.64	15.41	18.18	20.95	23.72	26.49	29.26	32.03	34.80	36.85
Scholarships	4.63	6.63	6.63	6.63	6.63	6.63	6.63	6.63	6.63	6.63	6.63
Medical Inspection and Physical Education.	.45	6.38	5.20	6.32	6.58	8.80	8.92	9.19	9.46	9.73	10.00
Miscellaneous	40.65	40.65	40.65	40.65	40.65	40.65	40.65	40.65	40.65	40.65	40.65
Total ..	374.98	541.10	570.89	614.54	658.62	703.55	746.26	790.85	835.43	880.02	921.89

Note.— (1) The provision required for implementing Reforms in the various grades of Institutions shown in Statement 'B' is recast in this statement under the main Budget Heads.

(2) This statement does not include provision for normal increments in respect of the existing staff.

(3) Provision made in respect of the Additional staff is on the basis of the average pay of the grades.

(4) Provision for buildings, grants to Orphanages and Miscellaneous Institutions, the Indian Institute of Science, Boy Scout charges, Contingent Grants for Examinations, etc., is brought under Miscellaneous.

STATEMENT 'E'.

COMPARATIVE STATEMENT SHOWING THE RATES AT WHICH SCHOOL FEES ARE LEVIED AT PRESENT IN BOMBAY, MADRAS AND MYSORE IN THE HIGH SCHOOLS AND THE REVISED RATES OF FEES PROPOSED.

Standard	Present Rate					Revised Rate Proposed
	Bombay Province			Madras Province	Mysore State	
	Poona, City Surat, Baroda and Other Areas		Sholapur			
High School	Rs.		Rs.	Rs. A. P.	Rs. A. P.	
I Year	8		7	6	5 4 0	3 0 0	A uniform rate of Rs. 5-4-0 for all the Classes.
II Year	8		7	6	5 4 0	3 8 0	
III Year	8		7	6	5 4 0	4 0 0	

STATEMENT 'F'

STATEMENT SHOWING THE PRESENT AND PROPOSED RATES OF FEES OF THE SEVERAL EXAMINATIONS CONDUCTED BY THE DEPARTMENT.

Sl. No.	Name of the examination	Present rate of fees	Year in which the rate was fixed	Proposed rates	Remarks
		Rs. a. p.		Rs. a. p.	
1.	S.S.L.C. ..	12-0-0	1913	15-0-0	Rs. 5 for single subject.
*2.	M.S. Examination—				
	(i) Private candidates	8-0-0	1928		Uniformly Rs. 8 Candidates appearing for single subject may be required to pay Rs. 4 only.
	(ii) Teacher do ..	4-0-0	1928	8-0-0	
	(iii) School do ..	5-0-0	1903		
	(iv) Girl do ..	2-8-0	1903		
*3.	Upper Primary Examination—				
	(i) Private candidates	8-0-0	1928	7-0-0	Rs. 7 uniformly. Candidates appearing for single subject may be required to pay only Rs. 4.
	(ii) Teacher do ..	4-0-0	1928		
	(iii) School do ..	4-0-0	1928		
	(iv) Girl do ..	2-8-0	1928		
4.	Samskrita—				
	(i) Prathama ..	1-0-0	1940	2-0-0	
	(ii) Kavya ..	2-0-0	1940	3-0-0	
	(iii) Sahitya ..	2-0-0	1940	4-0-0	
	(iv) Vidwath Madhyama	2-0-0	1940	5-0-0	
	(v) Vidwath Uttama ..	2-0-0	1940	7-0-0	
5.	Special Music Examination—				
	(i) Junior ..	3-0-0		6-0-0	
	(ii) Senior ..	5-0-0	1932	10-0-0	
	(iii) Proficiency ..	7-0-0		15-0-0	
6.	Needle-work and Embroidery.	4-0-0	1944	8-0-0	

*Until they are abolished.

STATEMENT 'F'—*concld.*

Sl. No.	Name of the examination	Present rate of fees	Year in which the rate was fixed	Proposed rate	Remarks
		Rs. a. p.		Rs. a. p.	
7.	Teachers' Certificate Examination—				
	(i) T.C. Higher ..	12-0-0	..	15-0-0	The examinations as per old rules have since been done away with.
	(ii) T.C. Lower Theory	6-0-0	..		
	(iii) T.C. II Examination.	5-0-0	..		
	(iv) T.C. Lower—New Rules I & II Groups.	11-0-0	..	14-0-0	
	(v) T.C. Higher—Practical.	5-0-0	..	8-0-0	
	(vi) T.C. Lower—Practical.	4-0-0	..	6-0-0	
8.	Pandits, Moulvis—				
	(i) Inter ..	8-0-0	..	12-0-0	
	(ii) Final ..	12-0-0	..	15-0-0	
9.	Educational Service Proficiency Examination.	No fees	Higher	8-0-0	
			Lower grade	5-0-0	

STATEMENT 'G'

STATEMENT SHOWING THE PROBABLE ADDITIONAL REVENUE ANTICIPATED FROM CERTAIN SOURCES INDICATED BY THE COMMITTEE.

	In lakhs of rupees
I. Central Government Subsidies—	
Entire cost in respect of the additional expenditure on Primary Education and cost in respect of Hindi, Post-Graduate, Research, Central Vidya Peeth (Janatha College), etc.	90.00
II. Revision of Tuition and Other Fees—	
(a) By levy of tuition and examination fees in Colleges at rates similar to those in neighbouring States. (A raise of 25% of the existing rates is proposed)	3.50
(b) By levy of tuition fees at a uniform rate at Rs. 5-4-0 in all the 4 classes of the Secondary School ..	5.50
(c) By levy of tuition fees in Training Institutions at Rs. 40 for the entire course	0.20
(d) By increased rates of Medical Inspection Fees at 8 annas per year in Primary Schools and Re. 1 in Secondary Schools and Colleges	1.00
(e) Fee income from the Institutes of Practical Arts ..	.38
(f) By enhancement of examination fees for the various examinations conducted by the department	1.45
III. Revison of education cess to Re. 0-2-3 in the rupee ..	10.00
IV. Grant-in-Aid—	
Savings due to revision of the rate of tuition fees with present rate of three-fourths grant	5.50
Total ..	117.50

CONCLUSION.

The urge for change in our educational system, which was the result of the growing national consciousness in the decades preceding Independence, has been taking concrete shape and is becoming more insistent after the attainment of freedom. In the years of struggle for political emancipation, great changes had taken place in our outlook, hopes and aspirations. But not having the freedom to act, which comes only with political power, the educational system remained much the same, so that when Independence was achieved, there was found to be a big gap between what we, as Indians and as a free people, required and what education offered. In the past five years we have been thinking of bridging this gap. This period of the aftermath of a devastating war and struggle for political freedom has been one of flux in the educational field, as in the economic and other spheres of human endeavour. History shows how revolutions, whether violent or peaceful, have been followed by educational unrest; and our educational activity has followed this fact of History.

2. Our task has been to evolve a comprehensive educational plan which would rectify existing defects and meet new needs. Ideas have come crowding in, but very often we have had to ask ourselves the question: "Would this be possible?" Realising that many a good scheme had floundered on the bed-rock of finance, the question assumed special significance. It was like a cloud in a clear sky. And then we asked ourselves the further question: "Should we, as educationists, and as laymen, suggest a plan, which we consider intrinsically good and desirable, or shall we let the spectre of finance deflect our determination?" We felt however, that a scheme which is considered good must be carried out, and if this is done, and people realise that benefits have accrued as a result of the implementation of the scheme, financial difficulties will not bar our progress. We are convinced that education is a human investment; it is Social Capital which will bring in big dividends, provided we

labour and wait. It has to be remembered that "of all the constructive tasks in which the nation is engaged, modern education provides the greatest social gain for the effort and expenditure involved". We have made recommendations about which we are clear in our minds, and which we consider will promote educational progress on sound and satisfactory lines.

3. The scheme which we have recommended in this report would cover a large part of the National 5-Year Plan, and we trust that with adequate financial aid from the Centre, it will be possible to carry out the Scheme. The Planning Commission have recognized that it is essential for the successful implementation of the plan that the educational programme should train the individual to place obligations above rights and should help the growth of creative faculties and of critical appreciation. This is just what our Committee would like to emphasize in formulating its proposals contained in this Report. The scheme must be implemented as a whole, in gradual stages if necessary, as and when finances become available, but in everything we do, we must have a perspective of the total educational advancement of the State.

4. This is the first time in the history of Mysore that a comprehensive and co-ordinated plan touching every grade and phase of education from the Pre-Primary to the University and Post-Graduate, has been attempted. We have given the fullest consideration to the needs of all grades of education and our endeavour has been to remove existing defects, to suggest special measures to meet the changing conditions and varying needs, to ensure co-ordination at every stage, and to give strength and purpose to educational effort. We have had valuable reports to assist and guide us, such as the Sadler Report, the Sargent Scheme, the Radhakrishnan Report, the Report of Dr. C. R. Reddy, the Report of the Madras University Committee, our own Board of Education Reports and others. We have taken note of the utterances of distinguished educationists and leaders of education. On behalf of our Committee, Sri J. B. Mallaradhya, Director of Public Instruction in Mysore, has apprised the Secondary Education Commission of the Government of India that toured

the State recently, of the details of our deliberations and conclusions reached, not merely in regard to Secondary Education but all aspects of education that were specially referred to us for examination. Some of the members of our committee also met the Commission and gave evidence before them. The needs of a National Education System have been constantly kept in view. But, as a local committee dealing with the State's problems of education, we have had our own limitations ; but our main purpose has been to evolve a pattern of education adapted to the needs and conditions of the people of Mysore and which would, at the same time, meet the requirements of an average citizen of a free democracy.

5. A major change which is abundantly in evidence in recent years in the educational advance of highly developed countries of the West is the shifting of emphasis from merely intellectual training to the development of the whole personality of the pupil with special stress on physical and emotional training. A fuller recognition of the importance of Manual Labour and Social Service as essential ingredients of a sound system of education is a notable departure from the traditional ideas which have dominated our educational theory and practice. Here again the Planning Commission of the Government of India refer to the need for making it obligatory on the part of students to devote themselves to disciplined national service. Throughout our deliberations, we have recognized that if manual work and social service are given their due and proper place in our reformed scheme of education, it would create an emotional awareness among students for tasks of national reconstruction. Adequate provision has accordingly been made in appropriate stages of education to give concrete shape to these ideas.

6. We have had the willing co-operation of a large body of teachers, persons interested in education and several educational organizations at all stages of our work. Co-opted members of the several Sub-Committees and of the Syllabus Committees have rendered very valuable and useful service. To all of these our thanks are due.

7. The presence of Dr. S. Radhakrishnan amidst us during the concluding stages of our deliberations was a source of inspiration to us. The entire ground covered

by the committee came under his purview in the few days he was with us. We thus had the benefit of his wide experience and valuable guidance. To him we are grateful.

8. The Chairmen and members of our Sub-Committees have, in their many long and patient sittings, brought to bear, upon the many educational problems which they examined, their educational insight and experience. They did all the spade work and placed clear-cut issues before us. This facilitated our deliberations and helped us to take decisions quickly. We desire to place on record our deep sense of obligation to them.

9. We desire specially to express our warm appreciation of and thankfulness for the invaluable services rendered by Sri J. B. Mallaradhya, Director of Public Instruction, and Member-Secretary of our Committee. His thorough grasp and intimate knowledge of varied educational problems, his sincere desire to assist us unreservedly at all times, his capacity for planning and organization and above all his patriotic fervour have been of great value to us in our deliberations. His unflagging zeal and wholehearted co-operation have enabled us to conclude our work within the short period of four and a half months from the date of commencement of our regular work.

10. Our cordial thanks are due to Sri N. S. Venkataram, Assistant Secretary, for his able assistance at all stages of the Committee's work.

11. We also appreciate the loyal and devoted efforts made by the office staff under the leadership of Sri N. Nanjunda Swamy, Educational Probationer.

K. HANUMANTHAIYA
(*Chairman*).
A. G. RAMACHANDRA RAO
(*Vice-Chairman*).
J. B. MALLARADHYA
(*Member-Secretary*).
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* Subject to the appended Notes.

SUMMARY
OF RECOMMENDATIONS

SUMMARY OF THE RECOMMENDATIONS.

1. A summary of the recommendations contained in this Report is given below for ready reference. The summary may not convey the whole meaning; it would, therefore, have to be read in the context of the relevant paragraphs in the Report.

	Page	Para
I. Pre-Primary Education.		
2. The organised training of children between the ages of three and six will greatly help their growth. The main objectives of Pre-Primary Education should be:— (i) to promote the physical development of the child through spontaneous play activities; (ii) to develop correct health habits and to give training in personal hygiene; (iii) to provide adequate opportunities for the development of the qualities of self-reliance, mutual helpfulness and willing co-operation with others: and (iv) to develop self-expression through activities like drawing, crayon work, simple handicrafts and keeping pet animals.	69	2
3. The content of Pre-Primary Education should be as given in the Basic National Education Scheme of the Hindusthani Talimi Sangh.	69-70	3
4. The age-range of children undergoing Pre-Primary Education should be 3-6.	70	4
5. The starting and maintaining of Nursery Schools, kindergarten and creches should continue to be the responsibility of parents and local bodies, as it is necessary for the State	70	4-5

	Page	Para
to conserve its financial resources in every way to provide for free Compulsory Education, as laid down in the Constitution. The present grant-in-aid may be continued so as to encourage private agencies and Local Boards to start and maintain Nursery Schools.		
II. PRIMARY EDUCATION.		
6. The general objective of Primary Education should be the harmonious development of all faculties—physical, intellectual, emotional and social—to fit the individual to a democratic social order.	74	13
7. The duration of the primary course should be increased from 4 to 6 years with the object of producing permanent literacy and imparting a minimum necessary content of general education.	74-75	14-17
8. Basic Education is based on a sound philosophy of life which is conducive to the building up of a healthy, happy, productive and co-operative order of society unfettered by social barriers of caste, class or racial distinctions. Basic Education is education for life through life and is vitally linked up with the primary needs of our country. Basic Education should, therefore, be the pattern of education and the goal to be realised.	75-76	18-20
9. The following steps should be taken for realising the goal of Basic Education :—	76	21-24
(i) A re-orientation of outlook on the part of teachers, inspectors, district educational officers and the staff if training institutions is necessary. The field personnel should be given intensive short-term training including training in craft.		
(ii) The existing Normal Schools should be converted into the Basic type as early as possible. More Training Institutions of the		

	Page	Para
Basic type, located in rural areas, may be started in the various distrits. The Training Institutions should be residential. All graduates who enter the Education Department should be trained gradually in Basic Education.		
10. A craft should be introduced in all Primary Schools in addition to the academic subjects. The services of local persons experienced in craft work should be utilised. Every Primary School should be given land at the rate of half an acre of land per teacher. Crafts like Agriculture, Gardening, Spinning, Weaving, Sericulture, Wood-craft, Laundry, Poultry-Keeping, etc., may be introduced in these craft schools. These " craft " schools should be converted into the Basic type as trained teachers become available.	76-77	25-27 and 29-30
11. All the 104 Basic Schools in the State should be located in a compact area.	77	28
12. At the primary stage, the mother-tongue should be the medium of instruction.	77-78	31 (a)
13. The curriculum for Primary Schools should comprise of the following :— (*a*) Language, (*b*) An introduction to Samskrita, (*c*) Kannada for non-Kannada pupils from III Year Primary class, (*d*) English, to be introduced from V Year Primary class, (*e*) Simple Arithmetic of every-day life, (*f*) Social Studies, emphasising formation of good social habits, (*g*) Nature-study and (*h*) Craft and Manual work.	78-81	31 (*b*) to 31 (*e*)
14. The following crafts may be taught in the Primary Schools :— (i) Agriculture and Gardening, (ii) Spinning, (iii) Weaving, (iv) Sericulture, (v) Wood-	81-82	31 (*e*)

	Page	Para
craft, (vi) Laundry, (vii) Poultry-keeping, (viii) House-keeping and Needle-work, (ix) Tailoring, (x) Leather-work, (xi) Brick and Tile-making and Pottery, (xii) Knitting and (xiii) Book-binding.		
15. Fine Arts and Folk-lore should form another important aspect of the Primary School curriculum.	82	31 (*f*)
16. The distribution of time among the several subjects should be as indicated on Page 83.	83	26
17. All Primary Schools should be held in the mornings.	83	26
18. The Middle School Examination should be abolished as a necessary consequence of the recommendation to re-organise the Primary and Secondary Education courses.	84 131-132	27 45
19. There need be no Public Examination at the end of the 6-year primary course. Promotions from class to class should be decided on the basis of scientific tests. Physical and mental development, social behaviour, special aptitudes and interests may be considered while declaring promotions. A system of cumulative records of pupils' progress should be introduced.	84	28
20. There is no need to have separate "Junior Basic" and "Senior Basic" schools. All Basic Schools should be of 6 years' duration.	84	29
21. A 6-year course of Primary Education should be introduced in every Primary School. There should be no "Incomplete" Primary Schools.	84	30

	Page	Para
22. Defects in the present system of compulsion and suggested remedial measures are: (i) Periodical reports and statistics about enrolment, attendance, etc., in the compulsory areas are not being compiled and studied. These reports should be regularly called for and continuous follow-up work undertaken. (ii) Lists of children who will reach school-going age, are not being prepared. Local Committees should be appointed to prepare these lists and suitable remuneration should be allowed in respect of such work. (iii) There is considerable delay in deciding cases. For each group of villages, a local Committee consisting of Panchayat members should be appointed as in (ii) above, to function as a Court. (iv) Single-teacher schools, too large classes, bad-teaching and an unsuitable curriculum are other factors which hinder the progress of compulsion. These are general defects and not merely of compulsion. (v) Poverty of the pupils. The provision for free supply of books and slates should be increased.	86-87	36
23. A scheme of Compulsory Education covering a six year course should be introduced according to a ten-year plan.	87-88	37-38
24. Each Inspector of Schools should have not more than 150 teachers in his charge.	88	39
25. Primary Education should be organised as an independent unit. In each District, a District Educational Officer should be placed in charge of Primary Education only. A Board of Primary Education should be set up.	88-89	40
26. As Primary Schools should be of one common type, irrespective of sex, religion,	89	41

	Page	Para
caste or creed, all special schools like Urdu, Tamil, Telugu and Adikarnataka Schools should be merged with the General Primary Schools, due provision being made for the medium of instruction in the mother-tongue.		
27. General Educational qualifications prescribed for Primary School teachers in general need not be insisted upon in the case of teachers of Music and other special subjects. Arrangements should be made in the Teacher Training Institutions for training these teachers.	89	44
28. Preference should be given to women while recruiting teachers for Primary Schools. Propaganda may be undertaken to recruit women teachers. The upper age limit for recruitment may ordinarily be fixed at 27 years in the case of women teachers.	90	45
29. No person below the age of 17 should be entertained as a teacher in a Primary School.	90	46
30. The following aspects of technique should be included, among others, in the training courses for teachers :— (i) Technique of plural class teaching and individual instruction ; (ii) Remedial teaching methods, particularly in Reading, Writing and Arithmetic ; and (iii) Elements of speech-training.	90	47
31. In Primary I and II classes, no text-books, apart from the language books, need be used by pupils. The language text-books should be carefully prepared by the Education Department, on modern lines. From II Year class onwards, a text-book on Arithmetic may be used. In V and VI classes, two more text-books, one on Social Studies and another on simple Science (Nature-study) in descriptive	90	48

	Page	Para
form, may be introduced. The text-books should be moderately priced and arrangements made for their timely supply. All text-books published by the Department should be revised systematically at the end of three years. An educational Research Bureau may be established for the purpose.		
32. In each Primary School, a library of children's books should be built up. Simple, graded, supplementary, language books, story books, and simple books dealing with every-day science topics may be published by the Department and supplied to school libraries.	91	49(1)
33. Black-boards, charts, maps and other materials should be supplied by Government. The furniture should be simple and should invariably be of local make. Mats may replace benches. Planks may be used in the Malnad Schools. Low desks may be provided wherever possible.	91	49(2)
34. For craft equipment, locally made articles should be preferred. The cost should be kept at a minimum.	91	49(3)
35. The question of buildings should not be allowed to loom large and stand in the way of expansion. The buildings should be cheap. They should be put up by the villagers, as a community project. The people could contribute labour, bricks, stones, timber, etc. Government's help may be limited to the supply of materials which are not locally available. The Bharat Seva Dal have constructed school buildings of simple design by their own labour and by enlisting the co-operation of the local people both in regard to labour as well as material.	91	49(4)

III. Adult Education.

36. The Mysore State Adult Education Council has been doing valuable work in	92	53

	Page	Para
the field of Adult Education. The progress of Adult Education is bound to react with great advantages on Primary Education. It will be specially helpful in educating ignorant parents in favour of compulsion. Intensive preparatory Adult Education Work should be done in the areas taken up for compulsion.		
37. In work connected with literacy and library service, the Education Department should make a more direct effort. In order that the services of the teaching staff and the Inspectorate of the Department may be more effectively used in the cause, the literacy classes and the library part of the work should be taken over by the Department.	92	54-55
38. The Adult Education Council is well fitted to take up aspects of work like general education, cultural activities, folk arts, Vidyapeeths, etc., and the Council may continue these activities in the field of Social Education which extends beyond literacy, with the added support of Government.	92	56
39. The introduction of compulsion throughout the State will require additional recurring expenditure from Rs. 38-57 lakhs in the 1st year to Rs. 3.85 crores in the 10th year and a total non-recurring expenditure of Rs. 3.28 crores. This provision will enable the starting of 500 schools every year so as to cover all school-less areas in 10 years and to provide sufficient number of teachers for all schools.	93	57
40. The Vidyanagar centre should be entirely devoted to the training of Basic Education teachers, thereby training 150 such teachers every year. More teachers for Basic Schools may be trained when sites for training centres like Vidyanagar can be found. Efforts for securing such sites should be made. 100	94	58

	Page	Para
pucca Basic Schools should be established every year.		
41. Provision may be made for starting 1,000 Basic Schools in 10 years at a cost of Rs. 15,000 in the 1st year, increasing to Rs. 1,50,000 recurring and Rs. 6,00,000 non-recurring in the 10th year.	97	61
42. The cost of introducing a craft in 300 schools every year will be Rs. 90,000 in the 1st year, increasing to Rs. 9,00,000 recurring and Rs. 6,40,000 non-recurring in the 10th year. Necessary provision may be made.	98	62
43. The cost of training 200 Inspectors and members of the staff of Normal Schools in Basic Education will be Rs. 20,000. This may be provided for.	99	63
44. Six hundred posts in the existing scale of Rs. 40—80 may be upgraded to Rs. 60—4—100, at a cost of Rs. 1.6 lakhs.	99	64
45. The total additional cost for Primary Education will be Rs. 40.32 lakhs in the 1st year increasing to Rs. 3.96 crores recurring, and Rs. 3.71 crores non-recurring in the 10th year.	100	*Vide* Table
46. The additional cost on account of Adult Education will be Rs. 1.2 lakhs in the 1st year increasing to Rs. 12 lakhs in the 10th year.	101	65
IV. Secondary Education.		
47. Secondary Education must perform both a terminal as well as a preparatory function. Secondary Education should aim at giving the pupils an education which should be complete in itself, and also, at training students seeking to pursue their studies beyond that stage, either in the University or in other institutions.	114	18

	Page	Para
48. Secondary Education should be organised as a single co-ordinated unit consisting of two parts : (*a*) the "Junior" or "High" School" stage of 4 years following the six years' Primary course and (b) the "Senior" or "Intermediate" stage of 2 years' duration following the High School stage.	114-115	19
49. The curriculum of the "Junior" or "High School" stage should consist of the following subjects :—	115	20
Group A. General Education.		
50. (1) Mother-tongue—Kannada or Urdu or Tamil or Telugu or Hindi or English or Samskrita, with the proviso that pupils who are well conversant with Kannada, the regional language, may take it under this group, though it may not be their mother-tongue, (2) Kannada for non-Kannada students and Hindi for Kannada students, (3) English, (4) History, Geography and Moral Instruction including Civics, (5) General Mathematics, (6) General Science.	116-122	20
Group B. Vocational.		
51. The time allotment between the general and vocational subjects should be in the ratio 3 : 1 in the general schools and in the ratio 1 : 3 in the Technical Schools.	122	21
52. As much of the Sciences and the Arts (as the case may be) as possible should be included in the vocational subjects.	123	22
53. The vocational subjects must be so organised as to give the pupils a basic training for entering a broad group of occupations rather than to give specialised training in a specific branch in this group. The subjects in the vocational group may therefore be	123	23(a)

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classified as follows :—(1) Textile group, (2) Industrial group, (3) Agricultural group, (4) Commercial group, (5) Household Arts group, (6) Fine Arts group, (7) Education and (8) Training in specialised concerns in the locality, such as Mining, Hospital Nursing, Pharmacy including Ayurveda, Sericulture, manufacture of Sugar, Paper, Cement, etc.		
Group C. Manual Labour, Social Service, Athletics and Games and other activities.		
54. Besides the provision for manual work through craft subjects, other opportunities for constructive labour and social work should be created in order to give a proper direction to youthful energies and harness them for National Service.	126	27
55. Some suggested activities involving manual labour are (i) Preparing compost pits, (ii) Improving village roads, (ii) Improving school buildings and grounds, (iv) Constructing irrigation channels from water reservoirs to fields and improving drinking water supply, (v) Pitting and Planting, (vi) Hœing round plants, (vii) Weeding, (viii) Sowing on trench mounds, (ix) Removing jungle-growth from tank bunds, (x) Desilting tank beds, (xi) Clearing jungle growth and silt in the channels and putting up the earth so removed on the soil bank and forming it and (xii) Petty repairs to road surfaces.	126–127	28–30
56. Jathras and Melas, Relief Works, work in the hospitals, Adult Education, etc., offer opportunities for Social Service. Students' efforts must be directed to these fields.	127	32
57. Agencies like the Bharat Seva Dal and Bharat Scouts and Guides must be utilised to organise student effort in the spheres of manual work and social service.	127	33

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58. Activities providing for manual Labour, Social service, Athletics and Games, etc., should be organised so as to be an integral part of school work and an essential element in our education. Credit for these activities must be given and Group C of the S.S.L.C. certificate must include an assessment of these activities. This is a new field of work and steps should be taken to devise proper records of the activities and proper standards for the evaluation of these.	128	36
59. At the Intermediate stage, there should be a branching off of courses leading to the University and of courses taking up the education to a higher terminal point in technical institutes.	128	37
60. The curriculum for the Intermediate should be as follows :—	128-129	37

Group A.

(1) Mother-tongue or Samskrita.

(2) Kannada or Hindi.

(3) English.

And any one of the following Groups :—

Group B.

(1) Any three of the following subjects :—

Physics, Chemistry, Mathematics, Botany, Zoology, Geology, Statistics.

Or

(2) Any three of the following subjects.—

History, Geography, Logic, Economics, Politics and Statistics.

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Group C.		
Vocational subjects as at the Junior or High School stage. Students desiring to enter the University will take the groups (A) and (B), while those who wish to continue their education in the Higher Technical courses will take Groups (A) and (C).		
61. The Intermediate and Secondary stages of education should be brought together as an independent educational stage. An agency called the Board of High School and Intermediate Education should be set up, to organise, administer and supervise this newly constituted grade of education. It should consist of two Committees, one dealing with the High School Branch and the other with the Intermediate. Representatives of the University, of Secondary Education, of Technical Education and Technical Departments, etc., should be on the Board, the proportion of representation of these functional interests being different for the two Committees.	129 182-184	38 7-12
62. The medium of instruction at the High School stage should be the Regional Language. The Anglo-Indian Schools which have been teaching in the medium of English should be allowed to fall into the pattern gradually and smoothly.	129-136	39-41
63. The use of the Regional Language as the medium of instruction should be extended to the Intermediate as early as possible. The preparation of text-books and other books in Kannada should be undertaken immediately as a condition precedent to the introduction of the Kannada medium at the Intermediate stage.	130	43
64. The daily work of the Secondary Schools should comprise of two sessions, the morning	130-131	

	Page	Para
session, and the afternoon session devoted to extra-curricular activities as follows :—		
8 A.M. to 10-30 A.M. 3 periods of 50 minutes each. 10-30 A.M. to 11 A.M. *Interval.* 11 A.M. to 12-30 P.M. 2 periods of 45 minutes each.		
The afternoon session should be of 1½ hours' duration and should commence not earlier than 3 hours after the close of the morning session. Attendance at both sessions should be compulsory.		
65. The allocation of periods among the several subjects should be as indicated on page 131.	131	44
66. The Middle School Examination should be abolished as a necessary consequence of the re-organization of the Primary and High School and 6-year and 4-year stages.	84 131-132	27 45
67. There should be a Public Examination at the end of the High School stage and another at the end of the Intermediate stage.	132	46
68. A uniform minimum of 35 per cent in each subject should be prescribed for class promotions.	133	48-49
69. A Bureau of Education with branches in the Training Colleges and the Maharaja's College should be established to undertake investigations and research connected with syllabuses, test material and text-books.	133-134	50
70. Six Experimental Schools of the Sabarmati, the Tuskegee and the Residential School types should be started.	134	51

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71. The cost of providing Vocational Education in the Secondary stage is estimated at Rs. 1.17 crores non-recurring and Rs. 43.2 lakhs per annum recurring. With the amount now spent on Middle School Education, High School Education and Intermediate Education and the additional sum abovementioned, it will be possible to provide for Vocational Education and improve the quality of education in these grades in all essential respects.	134 228	52 86

V. TECHNICAL AND VOCATIONAL EDUCATION.

72. The existing facilities for Technical and Vocational Education should be integrated and placed under the control of the Education Department.	145	23

Structure of Technical Education.

73. The several grades of Technical Education may be classified as follows :—	145-148	24-28

Institutions	*Occupations*	*Award*
(*a*) Professional Colleges.	Professions ..	Degree
(*b*) Technical Institutions.	Semi-Professional, Supervisiory or Highly skilled occupations.	Higher Diploma and Lower Diploma.
(*c*) Technical Schools	Skilled occupations ..	Certificate
(*d*) Apprenticeship Part-time Schools.	Semi-skilled occupations.	Certificate

74. The craft course should be provided in the Secondary Schools with due regard to the programmes available in Technical Institutions, opportunities for employment and the interests and aptitudes of the youth.	148	(2)
75. A comprehensive programme for Technical and Vocational Education should provide facilities for—	148	(3)

(*a*) Industrial Education.

(*b*) Commercial Education,

	Page	Para
(c) Agricultural Education. (d) Home Science and Education of Women for careers. (e) Fine Arts. (f) Social Service. (g) Professional Education.		
76. The system of Technical Education should be closely related to the system of General Education so as to provide opportunities for those, who want to prepare for careers on the completion of definite stage of education to do so.	148	(4)
Professional Education.		
77. Education for professions beyond the Intermediate stage should be the Primary responsibility of the University and the University should exercise necessary control on all academic matters in those Institutions.	148-149	29
Council for Technical Education.		
78. The Council of Technical Education in Mysore having representatives of various interests is necessary for defining policies relating to planning and administration of Technical Education and should be continued and re-organised.	151-152	30-33
79. The constitution and functions of the Council should be as recommended on pages 151-152 of the Report.		
80. Adequate representation should be given to the Council of Technical Education in the University and the University be given proper representation in the Council of Technical Education.	152	(8)
Board of Technical Education.		
81. A Board of Technical Education in Mysore consisting of Technical men to deal	152-154	34-35

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with all academic matters relating to Technical Education should be set up.		
Administration and Supervision of Technical Education.		
82. The control of Technical Education should vest with the Department of Public Instruction and a Central administrative organization should be set up for the administration and supervision of all Technical Institutions up to and inclusive of the Intermediate level.	154	36-37
83. There should be a full-time officer of the status of a Deputy Director of Public Instruction to be in charge of the Technical Education Branch of the Department. He should be a highly qualified officer with a knowledge of the Technical Education in other parts of the world. He should be responsible to the Director of Public Instruction and act as the Secretary of the Council and the Board of Technical Education in Mysore.	155	38
Finance.		
84. The financial grants to Technical Institutions now under the control of various Departments should be integrated and placed under the control of the proposed administrative organization.	156	40
85. The grants for Technical Education should be made non-lapsable, so that the funds may fully be utilised for purposes of providing the necessary equipment and buildings.	156	41
86. Additional resources for Technical Education should be found by the following means :—	157	(3)
(*a*) Taxing the industries which employ more than 100 men.		

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(*b*) Inviting the co-operation of industries to participate in training programmes. (*c*) Levying a cess on commercial crops. (*d*) Collecting fixed grants from local bodies. (*e*) Taxing business establishments employing more than 10 men. (*f*) Assistance from the Central Government. (*g*) Contributions from the public to be matched by State contributions.		
Technical Institutes.		
87. The existing institutes should be reorganised on a planned basis and the courses of study in them should be re-distributed with due regard to local needs ; unpopular courses should be abolished and new courses in demand should be instituted in order to utilise the equipment, buildings and the staff to the maximum extent.	158	(1)
88. Possibilities for arranging evening classes and training within industries should be examined.	159	(2)
89. Training in Fine Arts be included in some of the Technical Institutes.	159	(3)
90. For those students who take compulsory and craft courses in the Intermediate and who wish to continue their education, Higher Diploma courses should be provided in the Technical Institutes.	159	(4)
Commercial Education.		
91. A full-fledged Institute of Practical Arts should be set up in Bangalore with the following courses :— (*a*) Office Executives. (*b*) Accountants.	160	(1)

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(*c*) Stenographers. (*d*) Typists. (*e*) Stores Officials. (*f*) Bank Officials. (*g*) Correspondents. (*h*) Revenue Surveyors.		
92. The minimum qualification for admission to the above Institute should be a pass in the Secondary School (High School).	160	(2)
93. The following courses in Social Service which are more allied to the work in Medical School should be provided at the Medical School in Bangalore :— (*a*) Nursing, (*b*) Pharmacy, (*c*) Public Health, (*d*) Opticians, (*e*) Dental Surgery.	161	(1)
94. The present courses for training Nurses in the State should be re-organised and the standards raised to those prevailing in other parts of India.	161	(2)
95. With a view to raising the standards in the Medical School, a pass in the Intermediate should be made the minimum qualification for admission for students taking compulsory subjects and the appropriate craft subjects.	161	(3)
96. The Forest Training School should be revived on a permanent basis to provide training for those who propose to choose a career in Forestry.	161	52
Technical and Trade Schools.		
97. The existing Industrial Schools should be converted into Technical or Trade Schools by providing adequate buildings, equipment and trained teachers for imparting training in crafts for boys completing the compulsory Primary Education.	162	(1)

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98. The Kannada Agricultural Schools should be improved, expanded and upgraded.	163	(2)
99. Wherever there are facilities and the demand for training is insistent, evening schools (part-time) should be established. "Training within the Industries" should be organised wherever possible.	163	(3)
100. Co-operative and Apprenticeship programmes should be set up within industrial and business concerns in urban areas and in farms in rural areas.	163	(4)

Technical Education for Women.

101. More facilities should be made available to women for Technical Education, specially in the field of Social Service.	164	(1)
102. All girls, including those that are preparing for a career, should be taught Home Science.	164	(2)
103. The existing Vocational Institute for Women in Mysore should be improved and upgraded.	164	(3)

Craft Courses in Secondary Schools.

104. In the Secondary Schools (High Schools), the following diversified courses giving craft training should be provided:—	164–166	60–62
(i) Engineering. (ii) Textiles. (iii) Agriculture. (iv) Commerce. (v) Home Science. (vi) Fine Arts. (vii) Social Service.		
105. The craft courses in the Secondary Schools should (*a*) impress upon the mind of the youth a consciousness of the dignity of labour and a sense of responsibility, (*b*) develop the ability of the youth for creative work, (*c*) help to discover the abilities and aptitudes of the youth, (*d*) orientate the youth towards suitable careers and (*e*) provide a sound	165	63

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knowledge of the practices and processes in industries or other activities.		
106. Craft courses along with compulsory subjects should be provided for students preferring to terminate their studies at the end of the Intermediate stage.	166	(2)
Vocational Guidance.		
107. Vocational guidance programmes should be organised in all schools for assisting the students in the choice of their career.	166–167	64–67
108. A Bureau of Vocational guidance should be a part of the administrative organization of Technical Education and a full-time officer should be in charge of this section to organise the work throughout the State.	"	"
109 Teachers should be trained to assist in the Vocational guidance programmes.		
110. There should be a Bureau of Employment organised on a regional basis to assist students seeking employment.	"	"
Syllabuses.		
111. The examination of the present syllabuses in all the Technical Institutions should be the first task of the proposed Board of Technical Education.	168–169	68–72
112. General education should be provided in all Technical Institutions and craft education be provided in all general education institutions. The proportion of general education to craft education should be 1:3 in technical institutions and the proportion of general education to craft education in other institutions should be 3 : 1.	"	"
113. All subjects in Technical Schools should be ordinarily taught in Kannada and all subjects in Technical Institutes taught in English for the present.	"	"
114. The teachers in Technical Education should be encouraged to write text-books on technical subjects.	"	"

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115. Emphasis on Agricultural and Craft Education should be given in rural schools, while emphasis on Industrial and Commercial Education be given in urban schools.	168–169	68–72
116. The question of securing All-India recognition to the several courses offered in the State should be taken up by the State Government with the Central Government, so that students passing out from Mysore Schools have the same opportunities as the others for employment outside the State. At present there appears to be no special difficulty for Mysorean Technicians, to secure employment outside the State.	"	"
Teachers.		
117. A teacher-training programme for teachers in Technical Education should be set up in the proposed Occupational Institute at Mysore.	169–170	73–76
118. Special qualifications, training requirements and scales of pay should be laid down for the various grades of teachers in Technical Education.	"	"
Financial Implications.		
119. A non-recurring expenditure of Rs. 33.5 lakhs and a recurring expenditure of Rs. 9.95 lakhs above the present level will be necessary to implement the recommendations under Technical and Vocational Education.	170–171	76–78
VI. University Education.		
Structure of the University.		
120. The Intermediate Colleges should be transferred from the University and brought	181	5–6

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under the control of a Board of Intermediate and High School Education which should be set up to deal with these two grades of education.		
121. Intermediate and High School education should be organised as one unit under the Board of Intermediate and High School Education. This Board should contain representatives of the University, Secondary Education, Technical Education and Technical Departments, etc., corresponding to the functions of the Board. The Board should function in two Committees, one dealing with Intermediate Education and the other with High School Education.	182–183	7–11
122. Ample resources should be placed at the disposal of the Board for thoroughly overhauling the courses of Intermediate and High School Education.	183–184	12
123. The curriculum for the Intermediate is to be as follows :—		
Group A :—(1) Mother-tongue or Samskrita, (2) Kannada or Hindi and (3) English.	184	13
Group B :—Humanities or Sciences.		
Group C :—Vocational group.		
Admission to the University courses will be open to those taking Groups A and B, while those taking groups A and C will be eligible for admission to the Higher Technical courses.		
124. In the pre-University courses, there is no need for further specialised courses like I.Sc. (Eng.), I.Sc. (Med.), etc.	184–186	14–17

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125. Professional Education should be organised by the University. All Professional Colleges now managed by the Government should be transferred to the University.	186–189	18–26
Officers of the University.		
126. *Pro-Chancellor.*—The Chancellor may at any time appoint a Pro-Chancellor to exercise such powers and functions of the Chancellor as may be delegated to him by the Chancellor. The Pro-Chancellor shall, in all public functions connected with tht University, take rank and precedence immediately after the Chancellor. The Pro-Chancellor shall hold office during the pleasure of the Chancellor.	189–190	28
127. The Vice-Chancellor should be a whole-time officer of the University appointed by the Chancellor for a period of five years in the first instance, and for subsequent periods of three years each with the proviso that the Vice-Chancellor always hold office during the pleasure of the Chancellor.	190	29
128. The Registrar should be a whole-time officer of the University appointed by the Chancellor on the recommendation of the Syndicate on such terms as may be fixed by the statutes. He should hold office during the pleasure of the Chancellor.	190	30–31
Finance.		
129. (*a*) A block grant should be made to the University. Once the Budget Estimates are sanctioned by Government, the University should be free to utilise the grant.	190-192	32-35
(*b*) A Finance Committee should be constituted for considering the financial estimates of the University, its Accounts, the Audit Reports and all fresh proposals, involving		

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expenditure not provided in the Budget with the following personnel :— (i) The Vice-Chancellor (*Chairman*). (ii) The Secretary to Government, Finance Department. (iii) Two members appointed by the Syndicate.		
130. Visitorial powers should be vested with the Government of Mysore as provided for in Section 12 of the Draft Bill prepared by Dr. C. R. Reddy.	192	34 (c)
Appointments.		
131. (*a*) A 'Board of Appointments' should be constituted as follows :— (i) The Vice-Chancellor (*Chairman*); (ii) The Principal, Central College (for Science subjects) or Principal, Maharaja's College (for Arts Subjects); (iii) Two specialists from outside; and (iv) The Professor of the subject concerned.	192–193	36–37
(*b*) In regard to appointments to the teaching staff, the decisions of the Board of Appointments should be final.	193	38
(*c*) In respect of other appointments, the University should have power to make appointments in accordance with the rules adopted by the Public Service Commission.	"	"
University Employees.		
132. (*a*) All teachers and other members of the University establishments should be considered as University employees and transferred to the control of the University.	193–194	39–40

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(*b*) As a result of the above change, no employee should be adversely affected in his present emoluments or future prospects. As regards pension rules, etc., they should be given the option to continue under the rules of Government or to come under the University rules.

Service Allocation Committee.

133. For making transitory provisions in respect of transfer of Government servants to the University including the staff of the Inter-Colleges, a Service Allocation Committee should be formed with the following members:— 194 41

(i) The Vice-Chancellor (*Chairman*);
(ii) The Director of Public Instruction;
(iii) The Secretary to Government, Finance Department; and
(iv) The Secretary to Government Education Department.

The Senate.

134. The Senate should be re-constituted as follows:— 195 42

Class I—Ex-officio.

(*a*) The Vice-Chancellor and other members of the Syndicate.
(*b*) The Principals of University Colleges.
(*c*) The Deans of Faculties.
(*d*) The Principals of First Grade Colleges, Affiliated First Grade Colleges, and Professional Colleges.
(*e*) The University Professors.

Class II—Elected members.

(*f*) Twelve persons elected by Registered Graduates from among themselves.

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(*g*) Four persons elected by the Academic Council from among its members.

(*h*) Four members elected by and from the Legislative Council.

(*i*) Eight members elected by and from the Legislative Assembly.

Class III—Nominated members.

(*j*) Nine members nominated by the Chancellor.

Class IV—Other members.

(*k*) Every person or nominee of a Corporation that contributes to the University a sum of not less than one lakh of rupees or transfers property of the like value, may become a member for one term; the contribution for life membership may be fixed at Rs. 5 lakhs.

The Syndicate.

135. The composition of the Syndicate should be as follows:— 196 43

1. The Vice-Chancellor.

2. Director of Public Instruction.

Four to be nominated by the Chancellor.

3—4. Two from among the Principals of University Colleges.

5. One from among the Principals of Affiliated Colleges.

6. One from among the Principals of Professional Colleges.

Five to be nominated by the Chancellor.

7.—11. (Including one representative of the Management of Affiliated Colleges).

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12—14. Three persons elected by the Senate from among its members who are not on the staff of the University or of Affiliated Colleges.		
15—16. Two persons elected by the Academic Council from among its members.		

Salary Scales.

136. The following should be the grades of appointments and the scales of pay :—	196	44

1. Tutors and Demonstrators on a fixed pay of Rs. 100 per mensem for a period of 2 years.
2. Lecturers—Rs. 150—12½—350—E.B.—20—450.
3. Readers—Rs. 450—20—650.
4. Professors—Rs. 650—50—1,000.

While recruitment to the posts of Readers and Professors would be by advertisement, it should be open to any Lecturer, if eminently qualified, to be appointed to these posts.

Academic Re-organization.

137. In all academic matters, the decision of the University should be final.	197	45
138. The duration of the pass course may continue as at present.	198	47
139. The Honours course may continue to be of 3 years as at present.	198	48
140. The duration of the Master's Degree after the pass degree should be two years.	198	49

Medium of Instruction.

141. Kannada should be introduced as the medium of instruction at the Intermediate	198–199	50–51

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stage and steps should be taken immediately to get the text-books prepared.		
142. For the present, English may remain the medium of instruction in the degree classes. The possibility of its replacement by the Regional Language may be considered in the light of the experience gained after changing the medium at the Intermediate stage.	199	53
General Education.		
143. A "Core" programme for all the Faculties on the lines suggested by the University Education Commission should be developed.	199–200	54–56
Social Service and University Settlements.		
144. The University Settlements must be revived so as to enable both men and women to participate in Social Service so that the gulf between the rural and urban population might be bridged. A Central Bureau may be established for this purpose.	200–201	57–61
Administrative Measures.		
145. The University must be fully vested with the control of affiliated colleges as laid down in the statutes and ordinances.	202	63
146. The University should be given the power to restrict the number of admissions in the best interests of satisfactory standards of work.	202	64
147. It is desirable to introduce suitable psychological, aptitude and attainment tests for admission to the University.	202	65
148. The rules in force in the Madras State regarding the reservation of seats for educationally backward and scheduled caste may be adopted.	202	66

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Financial Estimates.		
149. The following provision may be made :—	203	67

	Rs.
(*a*) Government grant to the University	47,50,000
Deduction to be made on account of the transfer of the Intermediate Colleges and the Medical School ..	24,83,350
Grant to be administered by the University ..	22,66,650
(*b*) *Additional provision*—	
(i) Academic re-organization. For preparation of Kannada books and the establishment of a University Press ..	10,00,000
(ii) Women's Education—	
Non-recurring ..	1,50,000
Recurring	50,000
(*c*) University Settlements ..	2,00,000
(*d*) Salary scales	6,00,000

VII. Teacher Training.

150. Top priority should be given for the improvement of the general equipment of the teacher and for his professional training.	211	9
151. The salaries and grades of teachers should be more attractive than the salaries and grades of persons with equivalent qualifications in other departments.	211	10
152. Before appointment as teachers, applicants should be interviewed by a competent person or a Committee.	211	11
153. The suggestion that every student should be compelled to work for about six	211	12

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months or one year as a teacher, as a condition precedent to the grant of a certificate or a degree is not acceptable to us as we want our children to be taught by trained persons and not by novices.		
154. Subject Supervisors should be appointed at the Secondary level.	212	14
155. At least one teacher with special training in experimental psychology should be on the staff of every Teacher Training School.	212	15
156. Both when admissions are made to the Teacher Training Colleges and when appointments of teachers are made by the Education Department, preference should be given to those who have taken Education as an optional subject for the University degree.	212	16
Nursery Schools.		
157. The Nursery School Teacher Training Section attached to the Women's Training College, Mysore, may be continued only till the end of this academic year and may be revived when there is a demand again for trained Nursery School Mistresses. The minimum educational qualification for teachers in Nursery Schools should be a pass in the High School Certificate Examination. The duration of the Nursery School Teachers' Training course should be one year.	212	17
Basic Schools.		
158. One hundred graduate teachers may be deputed to undergo a year's course at Vidyanagar.	213	18–19
159. One hundred and fifty Basic Education teachers should be trained every year at the Vidyanagar Centre. Two or three other training centres like Vidyanagar should be established, as early as possible.	213 and 97	20–21 58–60

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160. More Basic Training Schools of the residential type should be established in rural areas. Inspecting Officers and the staff of Normal Schools should be given short courses in methods of Basic Education, at Vidyanagar.	97 "	58–60 "
Primary Schools.		
161. The minimum educational qualification for teachers in Primary Schools should be a pass in the High School Examination. This rule is to apply only to new entrants.	213	22
162. (*a*) No untrained person should be recruited as a Primary School teacher hereafter.	213	23
(*b*) If an untrained teacher has to be appointed for some exceptional reason, preference should be given to those who have taken education as a vocational subject in the High School.	"	"
(*c*) Prompt action should be taken to train all untrained teachers within a period of 10 years and also to train all teachers to be appointed hereafter.	"	"
163. The duration of the training course for Primary School teachers should be 2 years ; but as an emergency measure it may be reduced to 1 year in the case of S.S.L.C.'s.	215	24
164. The first year of the training course should be devoted to general subjects and the second year to professional subjects. There should be a Public Examination at the end of each year. If a candidate fails at the first examination, he may be permitted to take the examination as a private candidate the next year, but if he fails again, he should be required to refund the cost of training. Class records and practical work should be assessed and have weightage in deciding the results.	215	25

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165. In making admissions to the Teacher Training Schools, preference should be given to those who have taken education as a vocational subject in the High School course.	215	26
166. Admissions to the Training Schools should be made after interviewing the candidates.	211 215	11 27
167. Fifty per cent of the places in Teacher Training Schools should be free places and 20 per cent should get stipends. The value of this stipend may be raised from Rs. 10 to Rs. 15 per mensem. A tuition fee of Rs. 40 per annum payable in 8 monthly instalments should be levied in these schools.	215	28
168. Provision should be made for training the following number of teachers in the next 10 years:—	216	32
(*a*) 33,000 teachers (S.S.L.C.'s) who will be appointed to the Primary Schools. This number includes 3,500 untrained teachers (S.S.L.C.'s) who are already working in the Middle Schools and who will be transferred to the Primary Schools. A one-year course is to be provided for these teachers.		
(*b*) 4,000 existing teachers between the ages of 30 and 40 to be given a one-year course.		
(*c*) The existing 5,000 teachers below the age of 30 to be given two-year course.		
(*d*) 4,000 teachers between the ages of 40 and 50 to be given a short-term course.		
169. The number of Teacher Training Institutions at present existing in the State is quite inadequate. This should be increased.	217	33
170. Five more Training Institutions may be established at Mandya, Hassan, Kolar, Chikmagalur and Chitaldrug. In these Normal Schools the present untrained teachers may be trained—about 150-200 in each school.	217	34

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171. Sixty new centres may be established for training H.S.L.C.'s to be appointed hereafter in the Primary Schools. Three full-time trained graduate-teachers may be appointed at each centre to take up the training of teachers. About 50 students may be trained at each centre, so that 3,000 teachers could be trained annually at the 60 centres. The total cost will be Rs. 4,55,800 recurring and Rs. 7,80,000 non-recurring.	217	35–38
172. The training of women teachers may continue as at present in the Maharani's Women's College, Mysore. The Zenana Normal School should be amalgamated with this institution. The existing arrangement for training teachers for Urdu Schools at the Government Training College may continue.	218	39
173. The teachers trained at Vidyanagar should also be required to take a Public Examination at the end of the course.	219	40
174. Men teachers in Tamil Primary Schools should be deputed to undergo training in Teacher Training Institutions in Madras State. Stipends may be given for private candidates to get themselves trained. The U.G.T. section of the Sacred Heart School, Civil Area, Bangalore, may be made use of for training women teachers.	219	41
175. Men teachers of English Primary Schools may be deputed to Teacher Training Institutions in Madras State or elsewhere and stipends may be given for private candidates. Women teachers in English Primary Schools may be trained in the Sacred Heart Training School, Bangalore.	219	42
176. Every Teacher Training Centre should arrange for giving trainees a working knowledge of Hindi.	219	43

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177. Provision should be made in the Training Schools for training teachers of English.	219	44
178. Teacher Training Schools should, as far as possible, be situated in rural areas and they should be residential institutions. In Teacher Training Institutions arrangements should be made for teachers to spend at least 4 days in each term in rural areas for practice-teaching, organising parent-teacher meetings, etc.	220	45
179. The Teacher Training courses should be intimately related to the courses of study and the text-books actually used in schools.	220	46
180. Facilities should be provided for teachers who do not know Kannada to acquire a working knowledge of the language.	220	47
181. A scheme of refresher courses should be a regular feature of the educational system. Each teacher should be provided a refresher course once at least in 5 years.	220	48
182. Educational Seminars should be arranged for the benefit of teachers.	220–221	49
183. The salary grade for trained S.S.L.C.'s should be Rs. 50—2—70—3—100 instead of Rs. 40—2—50—3—80 as at present.	221	50
184. While appointing teachers to Primary Schools, preference should be given to women.	221	52
185. At the High School stage, guidance should be given to those with an aptitude for teaching to enter the teaching profession.	221	52
186. All Teacher Training institutions below the University level should be designated as Teachers' Schools.	221	53

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Secondary Schools.		
187. All teachers in Secondary Schools, including teachers of Kannada, Samskrita, etc., should be trained.	220	54
188. The Pandit course should be re-organised so as to develop a modern outlook in language teachers. The University may also offer new combinations in the Intermediate and B.A. courses, with emphasis on the languages.	222	56
189. Language teachers should also receive professional training in Teachers' Colleges along with the other teachers.	222	57
190. Pandits and Moulvis now in service who are untrained and who are below 40 years of age should also be trained in a one-year course.	220	58
191. The Teacher Training course for graduates may continue to be of one year's duration as at present.	222	59
192. The medium of instruction in the Teachers' College may be English so long as English continues to be the medium of instruction in the University classes.	222	60
193. One more Teachers' College should be established at Bangalore for training 120 teachers.	223	62
194. Encouragement should be given for the starting of aided Teachers' Colleges. About 50 teachers may be trained in an aided Teachers' College every year.	223	63
195. Refresher courses should be regularly organised for 150 teachers every year.	223	64

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196. Educational Seminars should be organised for the benefit of teachers during the short vacations.	223–224	65
197. The grades for trained graduate teachers should be revised to Rs. 80—5—130—E.B. 10—200. The grade for Head Masters of High Schools should be revised to Rs. 250—20—350. The grades for District Educational Officers and Deputy Directors of Public Instruction should correspondingly be revised.	224	66–68
198. In the University, Psychology may be taught in combination with subjects which are taught in the High School such as Physics, Chemistry, History, Hindi, etc.	224	69
199. No teacher in the High School should be allowed to teach a subject which he has not studied at the degree level.	225	70
200. Teachers in the Intermediate Colleges may be given summer courses in education as at present.	225	71
Teachers of Vocational and Technical Subjects		
201. A College of Physical Education should be established. This should offer two courses—a Diploma course and a Certificate course. The duration of the certificate course should be one year and the minimum qualification for admission a pass in the High School Examination. The Diploma course should also be of one year's duration, but the minimum qualification for admission should be a University degree. Teachers trained in the Physical Education College should be placed in the same grade as trained general teachers.	225	72–73
202. Until a College of Physical Education is established an intensive Physical Education course of 3 or 4 months' duration may be arranged both for graduates and S.S.L.C.'s.	226	74

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203. Trainees in the Teacher Training institutions should be trained in Physical Education.	226	75
204. Teachers of Music, Drawing and Painting, Home-Science, Commercial subjects, etc., should be given training in the Teachers' College along with other graduate teachers and they should be given the same pay and grade as the latter.	226	77
205. Under-graduate teachers of vocational subjects should be given training in the teachers' schools and they should be given the same pay and grade as other under-graduate trained teachers.	227	78
206. Till provision is made for training teachers of vocational subjects in the Training Institutions, short and intensive courses of 3 months' duration in methods of teaching these subjects should be organised.	227	79
Examinations.		
207. Class records and extra-curricular activities should be taken into account for deciding class promotions. In addition to a mid-session examination, tests should be held at least twice in each term.	227	80–81
208. The H.S.L.C. Certificate should contain information about the progress of the pupil during his entire Secondary School carrer. A system of assessing this progress should be devised.	227	82
209. The H.S.L.C. Certificate should show the marks obtained by a candidate in intelligence tests.	228	83
210. At the Primary stage, New Type questions may constitute about 80 per cent of each paper and at the Secondary stage the percentage may be 60.	228	84

	Page	Para
Research in Education		
211. A Bureau of Education may be established in the Office of the Director of Public Instruction with necessary staff and equipment. Research work in Education should also be undertaken in the Teachers' Colleges and the Maharaja's College at Mysore, and special staff and equipment may be provided in each of these Colleges. The Government of India may be approached for a suitable grant for the various research sections.	228–229	85–87
212. Additional financial provision for Teacher Training of Rs. 19.82 lakhs recurring and Rs. 9.89 non-recurring, may be made.	230	(Table)
VIII. Health, Physical Education and Extra-Curricular Activities.		
Health.		
213. The health of the child before admission to school should be the responsibility of the parents and local authorities. More intensive and widespread activities should be undertaken by the Health Department by way of health propaganda and immunisation procedures.	231	4
214. Every pupil should be examined at the time of admission to the Primary School or soon after, and once in 2 years thereafter. Special cases should be subjected to special medical examination for which no additional fees should be charged. Parents may be invited to be present when the children are medically examined.	231	4–7
215. Teachers should be properly trained in elementary principles of health. Such training	232	8

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should be part of the course in Normal Schools. Further training may be given by means of lectures by Medical men.		
216. Proper arrangements should be made for follow-up work. Until full-time school nurses can be appointed, Health Inspectors, with a short course of training in school Medical Inspection work may be appointed. These Health Inspectors should keep in intimate touch with pupils by visiting their homes; they should maintain health records of pupils and refer cases requiring attention to private practitioners and Hospitals.	232–233	9–10
217. The Medical records of pupils should be made available to the head of the institution and also to the parents. Records of height and weight may be made known to the pupils.	233	11–12
218. A medical inspection fee of As. 8 per annum per pupil at the primary stage and Re. 1 per pupil per annum in the subsequent stages may be levied.	233	13
219. Medical Inspection work may be taken over by the Department of Public Health from the Education Department. These two Departments and the Medical Department should co-ordinate their efforts in school medical inspection work.	233	14
220. All the schools in the State should be brought under a scheme of School Medical Inspection in a period of 5 years.	234	15
221. Provision for mid-day lunch should be made for under-nourished or very poor students on a grant-in-aid basis. Public philanthropy should be tapped to a greater extent for making this provision.	234	16
222. The formal teaching of Hygiene in the school is not enough. The pupils should be encouraged to cultivate hygienic habits.	234	17

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223. School Committees on which parents are well represented should be formed to keep parents in touch with the School Health Service. Health propaganda by means of pamphlets and films should be carried among parents.	234	18–21
Physical Education.		
224. Every effort should be made to provide an adequate play-ground for every school. Provision for adequate play-ground facilities should be a condition for granting recognition to school.	235	23
225. (*a*) At the Primary School level, one general teacher for every 50 pupils on an average should undergo a short-course in Physical Education, *viz.*, the Madhyama Training of the Bharat Seva Dal. A proportion of earnings from gainful hobbies and occupations undertaken by the teachers and pupils should be paid as remuneration to these teachers.	235 236	21–22 24 (*a*)
(*b*) One graduate teacher trained in Physical Education should be appointed in each High School. He should be a full-time Physical Education teacher assisted by other general teachers. The Physical Education teacher should have undergone a one-year College course of Physical Education as well as the Kendranayak course of the Bharat Seva Dal. In addition, in schools having a strength of more than 200, general teachers (one for every 50 pupils who) who have undergone the Madhyama training of the Bharat Seva Dal, should be provided for assisting the Physical Education teacher. These general assistants should be remunerated in the same way as Physical Education teachers in Primary Schools.	236	24 (*b*)
(*c*) At the University level, teachers in charge of Physical Education should be	237	24 (*c*)

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graduates who have undergone a College course of Physical Education.		
226. The Bharat Seva Dal training must be re-orientated so as to include Western games and also formal instruction in Physical Education.	237	25
227. At the Primary stage, formal exercises, rhythmic movements and inexpensive indigenous games should be introduced. Also, field games may be introduced in the last two classes. A suitable sports fee may be levied.	238	26
228. At the Secondary stage and Higher stages, formal exercises, callsthenics, mass-drill and team-games should be provided. Tennis may be introduced in the University.	238	27
229. Annual school athletic meets, district meets for all schools and a central athletic meet should be organised. Tournaments, Inter-class and Inter-school games and competitions should also be arranged.	238	28
230. With the expansion and improvement of Physical Education, sports fees in schools and colleges would have to be enhanced.	238	29
231. Greater powers to spend the sports and reading-room collections should be given to the heads of institutions.	238	30
232. Attendance at Drill and Games should be compulsory for all students. Exemptions should be given only in special cases, on medical ground's. Teachers should participate in school games and sports.	238 238	31 32
233. Yogasanas and Suryanamaskaras may be taught under proper guidance. Wrestling may be introduced at the secondary stage.	239	33
234. A full-time officer of the status of a District Educational Officer should be appointed as Physical Education Assistant to the Director of Public Instruction.	226 239	76 34

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235. Special attention should be given to the physical education of girls. Adequate facilities for the physical education of girls in co-educational as well as in separate schools should be provided.	239	35
236. An *ad-hoc* Committee may be appointed for drawing up detailed syllabuses and programmes of activities in Physical Education, at all stages.	239	36
Extra-Curricular Activities.		
237. The term " Co-curricular " activities may be adopted in place of " extra-curricular " activities.	239	37
238. Co-curricular activities must be such as to promote ideals of citizenship and proper social attitudes. They must also bring out the latent talents of the pupils in various fields.	239	38
239. The following co-curricular activities may be organised in schools :— (i) Arts and Crafts, Painting, Music, Dancing, Dramatisation, Histrionics, Folk-arts, etc. (ii) Gainful hobbies like Compost-making, Gardening, Growing of fruit trees, Bee-keeping, etc.	240	39
240. The provision for training students in the National Cadet Corps, Bharat Seva Dal, Bharat Scouts and Guides should be extended to the maximum extent possible. An Air Wing and a Women's Wing of the National Cadet Corps may be opened with adequate grant from the Central Government. Bharat Seva Dal troops may be formed in all grades of institutions. Trained Scout Masters should be placed in charge of Scout Troops. Camping should receive greater importance in Seva Dal and Scout activities.	240–241	41–45

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241. In the University, membership of the Union should be made compulsory. School Unions should also be started.	241	46
242. Manual occupations like gardening, compost-making, effecting repairs to school buildings, taking part in minor engineering works and minor forest operations, etc., should be undertaken as an integral part of school activity. Social Service and Manual Labour should be treated as related activities. The Bharat Seva Dal is an excellent agency for organising social service and manual labour camps. Other agencies coming forth to undertake such work should also be encouraged.	125–128 241	26–36 47–48
243. Medical students should assist in the Medical Inspection of pupils in rural areas.	243	50
244. Training in First-aid should be given to students.	243	51
245. Approved social service for 6 months should be made a condition precedent for awarding degrees and diplomas.	243	53
246. Students must be taken to Art Exhibitions. Mobile Art Exhibitions should also be arranged to go round the villages.	244	56
247. Suitable co-curricular activities including social service activities should be organised for girls.	244	57
248. The annual recurring expenditure on account of the proposals under Health, Physical Education and Extra-curricular activities will be Rs. 3.23 lakhs in the first year increasing to Rs. 9.66 lakhs in the 10th year and the total non recurring cost will be Rs. 4.7 lakhs. Provision may be made for this expenditure.	244–246	58–60

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IX. Education and Employment.

249. An agency should be established—

(i) to conduct psychological tests for giving educational and vocational guidance at all levels, — 255 — 25(1)

(ii) to conduct a periodical survey of occupational demand,

(iii) to indicate the lines of training programme at all levels,

(iv) to assist students in getting suitable employment,

(v) to advise employment agencies on the selection of personnel, and

(vi) to bring together information regarding the existing training programmes conducted by the Government Departments, Industries, Business concerns, etc.

250. An institute of Practical Arts at the Senior Secondary level should be established to provide courses of training in various branches of public and social services. — 255 — 25(2)

251. (1) Recruitment to the Government services at various levels should be on the basis of competitive tests. — 255 — 25(3)

These competitive tests should be of an objective nature based on the job analysis of the services concerned.

(2) Special courses should be designed for the various kinds of services and introduced at the different levels of education.

(3) University degrees should not be declared as the minimum qualification for any Government employment where such degrees are not necessary.

(4) Highly specialised University men, especially scientific personnel, should not be diverted to the general services.

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252. Admissions to educational institutions should be strictly limited to the facilities and accommodation available.	255	25(4)
253. Proposals for the Research Scheme for introducing standardised tests and the institution of Vocational Guidance should be implemented as early as possible.	255	26
254. The cost on account of the proposals under Education and Employment amounting to an expenditure of Rs. 0.71 lakhs recurring in the first year, increasing to Rs. 2.21 lakhs in the 10th year, and a non-recurring expenditure of Rs. .9 lakh may be provided.	256–257	..
X. Women's Education.		
255. The education of women should be differentiated from that of men.	265	1–3
256. In the Primary stage, schools must be co-educational and women teachers should be employed as far as possible.	266	5
257. At the Secondary stage there should be separate schools for girls. Subjects which are particularly suited to girls should be introduced in all girls' schools. In boys' schools, attended by a large number of girls, women teachers should be employed in a fair proportion.	266	6–7
258. Facilities for technical education should be made available to women and special facilities should be given to them in the field of Social Services such as Nursing. The Vocational Institute for Women at Mysore should be improved and up graded. There should be representatives of women on the Council for Technical Education and also on the Board for High School and Intermediate education.	267	8

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259. At the University stage, separate institutions for girls become less necessary. Where the numbers are sufficiently large to warrant an independent institution, especially when special courses like Domestic Science and Fine Arts are provided, a separate institution may be established.	267	9
260. Special attention should be given to the extra-curricular activities for girls. The Women's Wing of the Bharat Seva Dal, and the Girl Guide Oraganisation should be expanded. A Girls' Wing of the National Cadet Corps should be established.	267	10
261. District Educational Officers from among experienced and qualified Head Mistresses should be appointed.	268	10
262. The existing fee concessions for girls in the several girls' institutions should continue for some years to come.	268	11
XI. Samskrita Education.		
263. Adequate facilities for the study of Samskrita in the general schools should be provided. In the Primary stage, recitation of Amara and other slokas should be included. In the Secondary stage, Samskrita should be included as one of the languages in the Compulsory Language group. The study of Kannada should include a certain amount of Samskrita.	270	4
264. Classical learning should be modernised by the inclusion of general subjects. Language teachers should be given special courses in methods of teaching.	271	5
265. Due encouragement should be given to the Samskrita Patasalas. An additional sum of	271	6

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Rs. 2 lakhs should be provided for the development of Samskrita Education.		
XII. The Education of the Handicapped.		
266. A detailed survey of the physically and mentally handicapped children should be conducted and a comprehensive plan for the education of the defectives should be prepared.	273	3
267. In the meanwhile, the existing institution for the Deaf and Blind at Mysore should be re-organised and put on a better and more efficient basis.	274–276	4
268. An Advisory Body for the education of the defectives should be established.	276	5
XIII. Discipline.		
269. Social Studies and appropriate school activities will greatly aid the building up of discipline. Manual labour and social service being group activities will tend to improve discipline. The provision of co-curricular activities in the afternoon session of the school will provide healthy pursuits in which pupils may use their leisure. These activities will provide opportunities for intimate contact between pupils and teachers, and will improve discipline. Scouting, Girl Guide and Bharat Seva Dal movements provide effective checks against restlessness among students. These activities should be organised in all schools.	278–279	4–8
270. A teacher must be allowed to stay in a school sufficiently long so that he may identify himself with his school and exercise wholesome influence over his pupils.	280	10
271. In the interests of better management and discipline, no school should have more than two sections in a class, more than 40-45 pupils in a section,	280	11

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272. All cases of indiscipline must be decided by the Head Master and the Teachers' Council subject to the final approval of the Director of Public Instruction in respect of educational institutions in his charge, and by the Principal and College Council and by the University in all other cases.	280	12
273. Good discipline will depend as much upon the personality of the teacher as upon parental co-operation in full measure. Parental co-operation should be enlisted in matters of school discipline.	280–281	13
XIV. Vacations, Holidays and Number of Working Days.		
274. School vacations should be adjusted to suit our natural conditions. The vacations must be so arranged as to enable the students to take part in agricultural operations.	283–284	1–5
275. The number of working days in schools and colleges should be raised. The number of general holidays should be restricted to 15. In primary schools, the number of working days should be raised from 200 to 250 and in other institutions from 180 to 220.	284	6–7
276. Transfers of teachers should be made before the schools re-open in the year and schools must begin work immediately on re-opening after the vacations.	285	8
277. The school year should be from January to December.	285	9
XV. Miscellaneous.		
278. *Visual Education.*—Visual Education in schools must be such as to aid class-room teaching. A pilot Project in Visual Education	287–288	1–7

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should be started. A Committee for Visual Education comprising of the representatives of the Education Department, the University, the Rural Development Department, Health Department, the Adult Education Council and Experts in the field should be formed. A Special Officer for Visual Education should be appointed, acting as *Ex-officio* of the Committee. Till the Committee comes into being, the Adult Education Council may be entrusted with Visual Education work in Primary Schools.		
279. *Text-books.*—The functions of the proposed Bureau of Education should be to organise educational research which will help to produce better text-books, general books for students' use and handbooks for teachers. The Education Department should make a direct effort to bring out good text-books at very reasonable prices. Any receipts obtained should be utilised for the further improvement of text-books.	288–289	8–12
280. *Teachers' Associations.*—The Mysore State Education League should be aided by adequate grants to encourage the literary and out-of-school educational activities of its members, and also to enable its representatives to attend Conferences and Seminars.	289	13
281. *Educational Propaganda.*—A committee should be appointed to carry on propaganda in the cause of education, and to explain to the people the objectives of the Educational Reform that is being attempted.	289	14–15
282. *Teachers.*—No scheme of educational reform can be a success unless it has the understanding and whole-hearted support of the entire body of teachers. The conditions of the teaching profession need amelioration. Recommendations for improving them have been made, but nothing can be adequate	290	16

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recompense to the work of devooted teachers in any country.

XVI. Finance.

283. For the success of Educational Reform, public co-operation is as necessary as financial resources. Education is not a party subject, but should be a national endeavour for the common good of all. 292–293 5–6

284. The following scheme of priorities is suggested :— 294 10

(i) Basic Primary Education.
(ii) Vocational and Technical Education.
(iii) Teachers' qualifications, training and conditions of service.
(iv) Social Education.
(v) Administration and Inspection.
(vi) System of scholarships, freeships and other concessions.
(vii) Medical Inspection, Physical Training and Manual (or Social) work.
(viii) Civic (including moral and cultural) education.
(ix) Text-books and other literature for pupils, adults and teachers.
(x) University education (administration new courses, etc.).
(xi) Development of the regional (Kannada) language and literature and classical studies.

285. Freedom to explore and experiment along various lines of education is necessary. The scheme of priorities should not therefore be considered as rigid. 295 11–12

Administrative Re-organisation.

286. (1) The Director of Public Instruction will be in general charge of Primary, and Secondary Education including the Intermedi- 297 21(1)

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ate Colleges, Technical Education, Samskrita Education and some aspects of Social Education. He will also function as the Chairman of the Council of Technical Education and the Board of High School and Intermediate Education.		
(2) There should be a Joint-Director of Public Instruction in charge of Primary Education with ten District Educationnal Officers, and Inspectors at the rate of one for 150 teachers.	297	21(2)
(3) There should be 2 Divisional Deputy Directors for Secondary Education assisted by 4 Subject-Inspectors.	297 and 302	21(3) and (4) 33
(4) The inspection of the Intermediate Colleges will be conducted by the Director of Public Instruction. In regard to the technical subjects, inspection should be arranged by the Council of Technical Education.	298	21(5)
(5) There should be two officers, one of the status of a Deputy Director and the other of the Status of a District Educational Officer at Headquarters to assist the Director of Public Instruction.	298	21(6)
(6) The officer in charge of Technical Education will be of the status of a Deputy Director and function as Secretary to the Council and Board of Technical Education.	298	21(7)
(7) A percentage of the number of officers in the cadre of District Educational Officers should be women.	299	21(8)

Samskrita Education.

287. An additional provision of Rs. 2 lakhs should be made for the promotion of Samskrita. Provision shouuld be made for research in the Oriental Library, Department of Archæology and Indology (Department of the University). The position of Vidwans and Pandits should receive better recognition.	300	24

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Scholarships.		
288. An additional provision of Rs. 2 lakhs should be made for scholarships. Alumni Associations should initiate a movement whereby past students who have received educational aid by way of scholarships, etc., would after they begin to earn donate towards the institution of more scholarships.	300 and 320	27–28 *vide* Table
Adult Education.		
289. The Department of Education should take over the control of literacy classes and Rural Libraries. The Adult Education Council may concentrate on Social Education, the development of Vidyapeetha, etc.	92–93 301	50–56 29
Visual Education.		
290. The resources available in various Departments like the Rural Development, Health, and Education should be pooled together to enlarge the scheme of Visual Education on a self-sufficient basis.	288 301	6 30
Medical Inspection.		
291. Co-ordination between the Health, Medical and Education Departments should be effected in the interests of economical and efficient /medical inspection of pupils of all grades.	233 301	14 31
Teacher Training.		
292. (1) The age of superannuation of trained teachers should be raised from 55 years to 60 years. (2) The services of retired trained teachers should be secured either on a voluntary basis or on the basis of payment of a small honorarium.	302	32

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(3) The practice of granting exemptions from regular training courses to teachers above the age 40 should be continued. (4) Adequate number of seats should be reserved in the Normal Schools for private candidates and a fee of Rs. 40 charged for the entire course.		
Bureau of Education.		
293. The cost of establishing the Bureau may be spread over three years.	302	34
Revision of the Rules of Recruitment and Service Conditions.		
294. A review and revision of the rules of recruitment and conditions of service of the teachers in all grades is necessary.	303	35
Revision of Grant-in-Aid Code.		
295. Aided institutions may be allowed to levy fees at rates higher than those fixed in Government institutions. Grants should however be calculated on the basis of the standard Government rates. The rate of grant may continue to be 75 per cent of the net approved expenditure.	303	37
Teachers in Municipal High Schools and Music Teachers.		
296. The scales of pay in Municipal High Schools should be the same as in the case of other aided schools.	304	38
The pay and status of Music Teachers in High Schools should be the same as that of Pandits and Moulvis.	304	39
Girls' Schools.		
297. The prevailing concession of half rate of fee for girls may continue and necessary provision made for compensation to aided institutions for loss of fee income.	303	40

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Sources of Additional Revenue.		
298. Additional Revenue for educational expenditure may be obtained from the following sources :—	293 305	7–8 42
(1) Subsidies from the Central Government for items of expenditure such as Compulsory Education, Basic Education, Propagation of Hindi, Post-graduate Research, Educational Research, National Cadet Corps, Vidyapeetha, Development of Regional literature and Projects of Research of all India importance.	305	42(*a*)
(2) Revision of rates of fees in schools and colleges so as to be on a par with rates prevailing in neighbouring Provinces. The present rates of fees may be increased by 25 per cent. The rates of Medical Inspection fees may also be increased. A raising of the examination fees is also necessary.	305	42(*b*)
(3) Raising of the Education cess on land revenue, from 9 pies in the rupee to 2 annas 3 pies in the rupee and a revision of the assessment of the land revenue.	306 and 307	42(*c*) and (*d*) and (*e*)
(4) Levy of an education cess on extra profits of Industries and Trades.		
(5) Levy of tax on commercial crops.		
299. All possible sources should be tapped to raise the revenues not only to wipe off the present deficit Budget but also to find funds for the proposed Educational Reforms.	307	44
300. A detailed review of the working of the scheme of Educational Reform should be made at the end of 2 years as an integral part of the scheme to determine the steps to be taken to revise or extend the reforms.	308	45

NOTES

Note by Sri J. Mohamed Imam.

I am in general agreement with the recommendations of the Committee subject to the following note :—

The Committee has taken great pains to prepare a comprehensive but ambitious report relating to the reforms concerning education in the State. The report reveals the aims and object of various phases of education. We may not be able to implement the various recommendations. But we will have left a valuable document to the future generation.

The main recommendations of the Committee may be summarised as follows :—

1. Extension of Primary Education to the areas where there are no schools.

2. Introduction of free and compulsory education throughout the State.

3. Basic pattern of education or education through craft to be introduced in all Primary Schools.

4. Increasing the course of Primary Education to six years with English to be taught in V and VI year classes.

Secondary Education.

1. Duration of Secondary Education to be of 6 years which includes part of Middle School Education and two years of the present Intermediate Course.

2. Vocational Education and Training to be introduced throughout the Secondary stage.

3. Starting separate technical institutes to impart various types of technical education under the supervision of a board of technical education.

4. Improving and re-organising Teachers' Training Schools and Colleges to improve the general equipment of the teacher and his professional training.

5. Expansion of Physical Education to cover all students to build up their body and health.

6. The University being deprived of the Intermediate stage will devote itself mainly to the teaching of B.A., B.Sc. (Hons.), and other post-graduate courses. The pay and grade of the University staff to be re-organised.

The other recommendations embodied in the report are more or less auxiliary to these recommendations.

One notable feature of these recommendations is that craft and vocational training is sought to be introduced right from the beginning of the Primary Course to the end of the Secondary Education. In addition to these, separate institutes, both technical and vocational, are intended to be started. The cost of implementing the entire scheme as worked out by the Finance Committee is 156 lakhs in the 1st year and at the end of 10 years the total cost of implementation will mount up to 543 lakhs per annum in addition to the present expenditure that is being incurred by the Government. In the 1st year alone you must find out additional resources to the extent of 156 lakhs and every subsequent year involves in greater expenditure, and after ten years the total cost in addition to the present cost will be nearly Rs. 6 crores per annum.

It must also be remembered that the estimate worked out is approximate and the Finance Committee has not taken into account the cost of full implementation of compulsory basic education, cost of buildings, furniture and other necessities and you may safely assume that the cost of implementation will be much more than 6 crores per annum.

Though we have reason to compliment ourselves over our good work we cannot but escape an atmosphere of pessimism which prevailed throughout our deliberations. The question is, however, acceptable the scheme may be, is it within our financial resources, having the financial position of the State which may be taken as a deficit in view, and how to find out means and sources of Revenue ? The amount needed is a colossal one.

It must also be remembered that the Government have other commitments, the chief of which is the implementation of the Five-Year Plan which involves an expenditure

of more than 36 crores for successfully carrying out the programme.

The Finance Committee have indicated the following sources of Revenue to meet the cost of the expenditure involved as a result of our recommendations :—

1. Aid from the Centre.
2. Enhancement of School, College and Examination fees.
3. Raising of Education Cess from nine pies to two annas and three pies.
4. Taxing the industries and business.
5. Levy of tax on commercial crops.
6. Levy of Agricultural Income-tax.

These are uncertain sources of Revenue. I agree that the Government of India should come to our aid and contribute substantially towards the spread of education in the State in accordance with the directive principle as laid down in the Constitution. It is an obligation cast on the Centre to help us to implement the scheme specially when they have taken away from us all fruitful and elastic sources of revenue to the extent of 10 crores. The question is, to what extent will they come to our aid ? Till now in spite of our best efforts, we are not treated fairly so far as grants to this progressive State are concerned.

In the absence of adequate Revenue, it is our duty to implement our scheme to the extent the financial resources are available. But I had to differ from the recommendations of the Committee for the levy of increase and fresh taxation, enhancement of School, College and Examination fees and Education Cess. The people are already burdened with too many taxes and any further taxes will crush them. Taxation on Industries and Business will paralyse all the existing industries which are in a tottering stage. Besides, the additional taxes that are contemplated will not bring in much Revenue while the corresponding burden cast on the people will be very harmful. It may also be pointed out that the implementation of Five-Year Plan contemplates exactly identical taxation. It is unfortunate that any progressive measure that has

to be undertaken depends on additional taxation. The future looks gloomy.

So the question arises, what shall we do and to what extent shall we implement our plan ? It must be within our present financial resources and secondly, we must first concentrate on the most urgent and pressing need of the State. Our paramount duty is to eradicate the illiteracy that is now prevailing in the State to the extent of 80 per cent. Out of a population of 14½ lakhs of children only 6 lakhs have the benefit of some sort of school while the remaining 8 lakhs of children have no benefit of any kind of school. Of the existing Primary Schools a large number of them are single teacher schools and more than 50 per cent of the teachers are untrained. Most of the schools are ill-housed, ill-ventilated and ill-furnished. I would give first priority to the remedy of these defects and whatever resources are available must be spent on this. We have also to think of introducing free and compulsory education. The implementation of this stage of education involves an additional recurring expenditure of more than 3 crores per annum. Let us concentrate on this aspect on a well-defined programme and do our best to provide general Primary Education throughout the State.

Basic pattern of education is very costly and it is still in an experimental stage. Opinions are divided regarding its utility. It is a costly experiment. Let this be deferred till we have succeeded in providing general education to every child in the State.

It is with reluctance that I have to suggest that the introduction of vocational technical education in all the Secondary Schools be deferred for the present. I do not agree with the view that vocational education should be introduced in every secondary school from the beginning to the end of the course. But it may be tried in a few schools as an experiment. The other Secondary Schools must be Grammar schools as in England. I am not for merging the Intermediate Course with the Secondary Education. It is a part of College Education preparatory to various college courses. Its academic atmosphere should not be vitiated by merging it with the Secondary Course. We have evolved a comprehensive educational

plan intended to rectify the existing defects. The educationists have suggested the plan with all sincerity and zeal. But it is left to the financial experts to solve the nightmare of finance. With the best of our intention, it is the finance that counts and I do not agree with the observations "that finance offers fewer difficulties". Stress has been laid on public co-operation. I can assure that there is abundance of public co-operation but co-operation alone will not suffice. Finance plays an important part and unless adequate resources for implementing the schemes are available, I am afraid most of our recommendations will have to be kept in cold storage for the benefit of future generations who may be wiser and more practicable than we are.

J. M. IMAM.

Note by Prof. K. V. Puttappa.

I wish to append a note of dissent on 2 points: (1) the place of English in Primary Education, (2) the place of Kannada in our Education and the medium of instruction.

1. *English in the Primary School.*

I am surprised to find that at the very last stage of the deliberations, English has been included as a subject of study in the 5th and 6th year primary classes. As the Primary Education Sub-Committee report says it needs a continuous methodical teaching of 6 years in the mother-tongue of the pupil if he should not lapse into illiteracy after the Primary School stage. This being the case with the mother-tongue of the pupil, I wonder what use it will be to the Primary School student if he studies English for 2 years. We must remember that the majority of the Primary School students drop off at the end of the Primary School education. To them the two years' English will be thoroughly useless. I think in the Primary School only the mother-tongue or the regional language must be taught and taught well. There must not be any room for any other language. However, if there should be a place for any other language, then surely one would prefer the national language Hindi to a foreign language, English.

2. *Kannada.*

Kannada must unequivocally be declared as the first language of study in the Secondary and University stages. It is not enough if such a declaration is made on paper. Immediate steps must be taken in consonance with the new status and prestige given to it by such a declaration. Regarding the medium at the University stage, I maintain that Kannada could be employed as the medium, immediately, without any detriment to learning. If there be any misgivings, for the present, English may continue as the medium in Honours and Post-graduate classes. But so far as the Pass courses, B.A., B.Sc., are concerned it is

not only easy but very essential to introduce the Kannada medium. It is these post-graduates that go to the various public offices and to schools where they have to work and to teach through Kannada. As a very last resort, and for a brief transitory period, at least the Arts subjects may be taught in Kannada while the Science subjects could continue to be taught in English. Even in the latter case, it is better if option is given to the teachers and the students to choose the Kannada medium. The preparation and availability of text-books should not be made an excuse. Text-books will come and come in plenty if an opportunity is given and a definite policy is declared. During the transitory period the teacher will make use of the English books and translate the ideas into Kannada.

I am very glad to know that in the Teachers' College, Mysore, Kannada is being used in the writing of notes of lessons. Since the graduates trained in the Teachers' College have to go to the Secondary Schools where they have to teach in Kannada, it stands to reason that the training in the College should also be given through Kannada.

K. V. PUTTAPPA.

Note by Sri N. Bhadriah.

After going through the Report of the Educational Reforms Committee, I wish to append a note of dissent on the following 3 points :—

1. Hindi in the Primary Schools.
2. The Kannada medium throughout the Education Course.
3. Adult Education—Libraries—Literacy Classes.

1. *Hindi.*

The Primary Education Sub-Committee, after considering all aspects of the question decided to introduce Hindi in the 5th and 6th year classes. A good majority of the Primary School students discontinue their education after the Primary School stage. This being the case, the 2 years of English education in the 5th and 6th year classes will be quite useless to them. Again, our advance must be in the direction of Provincial, National and International. This means the child will have to learn first the mother-tongue or the regional language, then Hindi or the National Language, and then English or the International Language. Without making provision for the teaching of the National Language, Hindi in the Primary School stage, it seems almost ridiculous to make provision for compulsory teaching of English to all. No amount of lip sympathy for the National Language will be of any avail if in our educational system, we prefer a foreign language like English to a National Language like Hindi in the very basic stage of education. If, in the Primary School, the student should learn any one language besides his mother-tongue or the regional language, then surely the first place of preference must be given to the National Language. So, I am emphatically of opinion that provision for Hindi in the 5th and 6th year classes must be made as originally proposed by the concerned sub-committee. If, for any reason English has to be

taught in the Primary School, then as a last concession it may be taught as an alternative to and never in the place of Hindi.

2. Kannada Medium.

Kannada must be unequivocally declared as the medium of instruction throughout the educational course and immediate steps must be taken to give effect to this declaration. As suggested in the report, we need not wait for the preparation of text-books. Once the Kannada medium come into existence. During the transitory period, the teacher will himself translate the ideas gathered from the English books. From the academic year 1953-54, Kannada must be introduced as the medium of instruction in the Junior Intermediate classes.

3. Adult Education—Libraries—Literacy Classes.

Literacy classes and Rural Libraries form an integral part of Adult Education and they can never be separated from it. I am glad to note that there has been a due appreciation of the work done by the State Adult Education Council. Much more could be done if more money is made available by the Government. The Department of Public Instruction could more intimately be associated with the work of Adult Education Council by way of supervision if need be. The libraries must never be taken out of the pale of the Adult Education Council. If the libraries are taken out of the control of the Adult Education Council, then the Social and Cultural activities of the Adult Education will not only be very much diminished but hampered. So, I very strongly recommend that the Literacy Classes and the Libraries, specially the latter, should continue to be managed as at present by the Mysore State Adult Education Council. The report itself says : " We recognise that literacy and adult education are intimately connected and that they are not separable ". Let not this spontaneous acceptance of the correct view be whittled down by qualifications and modifications.

N. BHADRIAH.

Note by Sri P. Narasimhayya.

I. I am obliged to dissent from the recommendation (page 90, para 45) that the upper age limit for appointing women teachers should be 27 years.

With the serious dearth of women teachers for the Primary and High Schools also, there seems no reason why women should not educate themselves at a later age and seek employment as teachers. The need for such employment may become a dire necessity, on account of the economic conditions of Indian society and the extremely few avenues of employment open to Indian women at present.

II. I should dissent also from the recommendation (on page 202, para 66) regarding the Madras State rules for reservation of seats for castes.

Educationally it has no justification, and even if on other grounds, it is introduced it should be kept constantly under review and reduced to a minimum. In any case, its effects such as the lowering of standards, lack of accommodation, etc., should be mitigated by encouragement of private institutions of all grades and generally by co-ordinated and planned development.

P. Narasimhayya.

Note by Sriyuts K. S. Acharlu, S. Kariappa, G. Duggappa, and M. C. Sivananda Sarma.

We beg to present this note of dissent on the inclusion of English as a subject of study in the V and VI Year Primary classes of the future. We yield to none in our admiration for the intrinsic value of the English language and literature and in our appreciation of the need for our acquiring mastery over it for international and scientific purposes at higher levels. Nevertheless, the inclusion of a foreign language as a vital part of the "content of Primary Education" runs counter to all educational psychological considerations.

Available experimental studies by Thorndike, Buswell, and others on the teaching of foreign language show that "students should not begin the study of a foreign language before the seventh grade and that the efficiency of learning will be greater if the instruction is postponed until the senior High School or even until the College."

At the close of one of his investigations, Prof. Thorndike concludes: "We are convinced that the gain made in fifty or a hundred or five hundred hours of study of French or German or Latin or Spanish by a group of any age between 20 and 40 will be greater than the gain made by a group aged 8 to 10 years." After summarising evidence on foreign language study, Brooks concludes: "Taking the experimental evidence at face value, the tentative conclusion is drawn that the study of foreign language to develop ability to read for thought probably should be begun some time after the seventh grade, that is after age twelve. Some of the best evidence indicates that even better results may be obtained if the study is begun at the eleventh grade or thereafter."

It is an established theory that learning a foreign language depends in a degree upon the child's inner growth or maturation, its stage or readiness and experience and total school environment. We hold that effective mastery

of the mother-tongue is the best preparation for the commencement of the study of any foreign language. It is, therefore, too much to assert that the ten-year olds of the Primary Schools are fit subjects for the acquisition of even an elementary knowledge of foreign language skills.

There are other equally important considerations against this introduction, as, for example, the administrative arrangements to be made for the training of teachers in the technique of teaching English in Training institutions, which we have decided, should be conducted through the medium of Kannada, the supply of adequate Library material, the wastage of time and effort resulting in the ineffective teaching of the subject for the early grades by persons whose mastery over the language would be extremely unsatisfactory and so on. Above all, we feel it necessary to cut at the root of the unhealthy impression largely prevalent in rural parts that unless one has smattering of English one is no cultured person.

Tht two periods allotted to English may with profit be utilized for the study of the mother-tongue, or Samskrita or craft.

K. S. Acharlu.

S. Kariyappa.

G. Duggappa.

M. C. Sivananda Sarma.

Note by Sri Mulka Govinda Reddy.

While agreeing with the main recommendations of the Committee, I desire to add the following :—

1. I am opposed to the increase of fees in the High Schools.

2. I am opposed to the transfer of Intermediate Colleges from the University to the Department of Public Instruction. I want the present system to continue.

3. The proposals for the constitution of the Senate and the Syndicate do not provide for adequate representation of the non-official element. The official element will have a predominant voice. This can be raised in the Assembly when the actual Bill will be discussed.

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Mulka Govinda Reddy.

Note by Sri M. Ruthnaswamy.

I have signed the Report subject to the following Minute of Dissent:

1. *Primary Education.*—I think the promotion of literacy ought to be the only object of the Department for the present in the financial condition of the State; for that, a 4-year period is quite enough provided proper methods are used and the wastage resulting from 70 per cent of those that enter the 1st class not going up to the 4th year is avoided. English ought to be begun in the primary stage as little can be done in the last 2 years.

2. *Secondary Education.*—Four years form too short a period for sound secondary education; it must last 6 years to give boys and girls who will form the bulk of the educated community a sound and complete education.

Combining general education with vocational education will serve the cause of neither general education nor technican education; one-third of the time spent in the high school will not give the technical competence required for technical employment; all that can be attempted in the general school is some kind of manual training for all, gardening or agriculture in rural schools and carpentry or metal work in urban schools. And in the scheme of technical subjects proposed there is no parity as regards manual training between pedagogy and carpentry.

3. *Intermediate Education.*—The two years of Intermediate to be added to the High School will not give the desired results unless High Schools are given the additional rooms and laboratory and library equipment required. I would suggest one year added to the High School course of 6 years when the pupils wishing to enter on a University course would be specially prepared for University work and one year added to the Pass University course making it a 3-year course.

4. *University Education.*—The Pass course ought to be a 3 years' course ; a 2 years' course will not secure any real University education if the 2 Intermediate years are lopped off ; the Honours course ought to be a 4 years' course. Enough provision has not been made for Research which alone can promote the academic reputation of the University, not for hostel and residential life which is the characteristic feature of a University.

M. RUTHNASWAMY.

Note by Sri P. Kodanda Rao, Servants of India Society.

"*Be sure, you do not stint money for Education.*"—H. H. Sri Krishnarajendra Wadiyar.

"*Meanwhile, it is the students that suffer.*"—Sir C. R. Reddy.

"*Let adults work and earn;*
Let children play and learn."

I submit this Dissenting Minute as I have not been able to subscribe unreservedly to the Report of the majority of the Committee.

(i) *Introduction.*

Procedure.—It would have been an improvement if the Committee had been smaller, issued a considered questionnaire, invited evidence and examined witnesses, particularly teachers and students who are central to education.

Direction.—The Government Order appointing the Committee invited severely practical recommendations, which would remedy the obvious defects of the present system of education in Mysore, which would meet local needs, aspirations and potentialities, and which would be within the financial resources of the State, and which would be capable of implementation within a period of about ten years.

Democratic Objective.—As regards the objectives of education, it may be noted that Mysore is a part of India, which is a part of the democratic world and therefore shares the democratic philosophy of education, namely, equal opportunity for all to get the maximum education that each is capable of, irrespective of race, religion, sex, caste, and the economic limitations of the individual, but

within the economic competence of the people. Notwithstanding that Mysore is constitutionally autonomous with respect to many aspects of education, it is desirable that it should conform, as far as possible, to the general pattern of education in India and in the democratic world.

Education.—Education in its broad sense is the acquisition of *new* knowledge and skill, and has been co-extensive and co-eval with the life of each individual and of humanity as a whole. It has been imparted through a variety of institutions including the home, the domestic workshop, the farm, the factory, the temple, the press and the platform, lecture room and the laboratory and a great variety of social institutions. In the present context, however, education means largely the formal and organised instruction given in institutions called schools and colleges and universities.

Education is and must be student-centred. And next in importance is the teacher. Education theory and practice must answer the question : how will it improve the education of the student and the competence of the teacher. The administration or physiology of education is far more vital than its organisation or morphology. The quality of education depends firstly and largely on the administration, secondly on finance, and thirdly on organisation.

(ii) *Administration.*

Obvious Defects.—It would seem that to-day the greatest single defect of education in Mysore is *sufficient administration.* To put it quantitatively, it accounts for some fifty per cent of the defect, while finance accounts for about thirty per cent, and organisation for about twenty per cent. With the present policies and finance, a great deal more can be achieved if the administration was freer of non-educational intrusions, personal, political and communal. With the same policies, more could be achieved by more finance. Policies call for the least change.

It does not seem that Mysore education suffered from lack of good policies in the past. A galaxy of most eminent educationists and administrators had taken a

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It does not seem that Mysore education suffered from lack of good policies in the past. A galaxy of most eminent educationists and administrators had taken a

hand in laying down policies, as is revealed in the Historical Review in the Report, which wistfully observed :

> One feels that if all the good things said and attempted at different points of time were to be pieced together to make a coherent whole, and just a few touches given to satisfy some new requirements, we would perhaps have a scheme of reform which may largely meet our present problems.

Communalism.—The intrusion of personal, political and communal considerations in educational administration has adversely affected its efficiency, particularly since Independence and the introduction of Responsible Government. Formerly, wise policies were impeded largely by lack of finance. But now they are impeded even more by communal and other anti-educational considerations, in spite of more finance. While personal and political influences are generally covert, communal ones are overt to some extent. Sir C. R. Reddy, no hostile critic, said in his Report :

> Communalism has been another factor that has made both for deterioration and demoralisation, at any rate to some extent.
>
> Meanwhile, it is students that suffer. * * * Teachers appointed mainly on other than academic grounds cannot command respect ; and without that, no teacher can impress the students with his personality. (Pages 189-190).

Even where the covert rules are unimpeachable, their administration in practice has led to greater deterioration and demoralisation. The most important reform, one which hardly costs money, is to minimise these anti-educational factors. Sir C. R. Reddy cautioned :

> Unless some such major rectification is made, there does not appear to be any hope for the present if setting right one of the most far-reaching maladjustments in the teaching organisation at any stage of school education. (Page 107).

Communalism is found not only in the recruitment and promotions of teachers, but also in the admissions of pupils to institutions. In the case of admission to some professional institutions, the number of caste and sub-caste categories is about 70. Admissions are regulated not only by communal proportions but also on geographical considerations, and they are done, not by the Principal and the teachers of the subjects concerned, but by committees

which include politicians! It is reliably reported that admissions to some Government institutions continue to take place long after the term had commenced. Communal hostels have the least justification.

Social Inheritance.—It should be recognised that, our social inheritance being what it has been, it is idle to ignore communal considerations altogether in the public life of the country. If in the past those who were leaders of society because of their status, power or wealth, had exhibited a greater sense of social responsibility for the whole people rather than for a fraction thereof, there would be less of communalism to-day. The only consolation, and a negative one at that, is that India was not alone in this respect. We may deplore the lack of social statesmanship in the past, but we cannot ignore its continuing consequences to-day. It will take us some time before we can say what Dent claimed for British Education, " Political interference with academic appointments or teaching is unknown." (H. C. Dent, *British Education*, British Council, 1949, p. 11). All that we can strive for is to arrest the trend and end it as soon as possible, particularly in the *education* sphere. For, as Sir C. R. Reddy observed :

> It (the State) cannot afford not to remember that in the educational sphere efficiency of individual members counts in a far more significant sense than elsewhere. (Page 106).

It is desirable that communal consideration should figure least in the education sphere, in the recruitment of teachers and their promotions, and the admission of students to institutions and the hostels. Education deals with the future generation who at least must be saved from the Communalism which the present adult generation has inherited and cannot quite shake of. The Indian Constitution has felt it necessary to recognise some communal factors and for a limited time. It is best to follow that lead and that limitation.

(iii) *Finance.*

Financial Economy.—The second major defect is financial limitation. In planning for the next ten years we may either estimate the finance that will be available and

adjust the expenditure thereto, or estimate the expenditure and raise the necessary finance. But the first thing to do is to arrest known wastage of expenditure. For instance, voluntary primary education is largely wasteful since students do not stay at school for the full period of even four years. Even in the primary schools where compulsion is operative, the enforcement has been feeble, and the money is largely wasted. Primary education accounts for nearly 50 per cent of the education budget. If compulsion is made effective where it is in operation, and if all voluntary schools are converted into compulsory schools, much wastage would be avoided. Multilateral or comprehensive institutions are more economical and not less efficient than multiplicity of institutions for different subjects like the Arts, the Science and Political Arts. Co-education is sounder and more economical than separate institutions for the two sexes. It is better to abolish institutions which merely examine pupils, and improve libraries and salaries of teachers, including librarians. It is better to abolish the examining University and divert the funds to teaching colleges. The avoidance of wastage is necessary at all times; it is more so now, in view of the financial stringency.

Private Munificence.—In the course of his Budget Speech to the Legislature on the 23rd June 1952, the Finance Minister, who happens also to be the Chief Minister, said, among other things, that it was doubtful if the present resources of the State would meet the commitments already made regarding increments in salaries, etc., that no further expansion of education was possible without revenue surpluses, or grants from the Centre, or private philanthropy, or in the last resort new taxation. In the absence of authoritative information regarding the extent of private munificence at present, or an estimate of its prospects in future, it is prudent to leave it out of account. The education item in the Mysore Five-Year Plan did not count on private munificence. While it should be encouraged, it may be treated as a windfall.

Tax-finance.—It may be presumed, therefore, that practically the whole of the finance necessary for education will have to be found by the State and by taxation. It has been suggested that the State would be unable to

spend more on education than at present, which was nearly 25 per cent of its net revenue, because there was a deficit of about Rs. 3 crores in 1952-53 and any increase in revenue would go in the first instance to cover the deficit. Secondly, it was doubtful if the current resources would be enough to meet the commitments already made in the matter of increments, etc. Thirdly, the scope for new taxation in the State was very limited, if not exhausted. It was, therefore, urged that increased expenditure on education depended very largely on grants from the Government of India.

Dependence vs. *Autonomy*.—As the whole of India is, or should be, interested in the maximum education of all its citizens, it is obvious that the Government of India, in charge of the more elastic sources of revenue, should subsidise education in all States, with more limited resources. But it is not easy to reconcile the dependence on grants from the Government of India with the autonomy of the States. The more the dependence, the less the autonomy. Further, it may be relief to the Government of the State that the Government of India levied the taxes to subsidise the State, but it is no relief to the tax-payer that the Government of India, and not the State Government, levied them! he has to pay, never mind who collects.

Scope for Taxation.—There seems to be no warrant for the thesis that the limit of taxation has been reached, and that any fresh taxation would only reduce revenue. Speaking in Parliament on the 3rd July 1952, the Finance Minister of the Government of India, Sri C. D. Deshmukh, said that "the belief that there was no scope for further taxation, either direct or indirect, was a narrow one and not based on a study of the facts of the situation." He found that the percentage of taxation was 21.5 of the national income in Ceylon and 7 in India. While the comparison may not be on all fours, it is doubtful if the taxable limit has been reached in India. Inasmuch as we have now a swadeshi and democratic Government responsible to the citizens, there should be less reluctance to paying more taxes for increased social services which can be best provided by co-operative action through the Government. In a democratic set-up, the legislature is

but a sub-committee of the electorate, and the Government is a smaller sub-committee of the legislature.

Education Budget.—Without attempting the task of a Finance Commission or a Taxation Enquiry Committee it may be said that the revenues of the State and the expenditure on social services, including education, are likely to go up in the next ten years. In any event, the Five-Year Plan of the Mysore State, dated the 10th September 1951, envisaged an increase of over-all expenditure of Rs. 36 crores, and of about 2.26 crores on Education. It may be reasonable to assume that the education budget in the 10th year would be about Rs. 7 crores.

First Charge.—Free and compulsory education of all children up to the age of 14 within ten years of the inauguration of the Constitution is a constitutional obligation, while all other kinds of education are discretionary. The cost of such education should be, therefore, the first charge on the education budget.

Loans.—Part of the expenditure is non-recurring, as on land, buildings and equipment. It may well be met from loans rather than current revenues, notwithstanding that it is not revenue-producing expenditure like irrigation. Since the land and the buildings will be useful to several batches of pupils over the years, the spreading out of the burden over the period of their usefulness seems justified. If the capital cost is met from loans, with provision for amortisation, greater progress in the expansion of primary education may be achieved. Such a procedure may not be orthodox finance, but an emergency calls for innovation and not precedent.

Salaries of teachers.—The Committee has made recommendations for the increase in the salaries of the teachers. There can be no doubt that the teachers deserve the proposed scale of salaries, and more. But, in view of the repercussions they may have on the scales of other employees of Government and of non-Government institutions, it is perhaps better that a Pay Commission should review them before they are implemented.

Fees.—It is undesirable to raise current school and college fees or examination fees or withdraw any existing concessions for girls, etc. Such action is likely to produce more discontent than revenue. Further, the general trend in all advanced countries is to make education free not only in the Primary stage, but also in the Secondary stage, and practically free in the College stage, so that no student is prevented by his economic limitations from receiving the highest education that he or she is capable of. It may not be possible to do so here just now, but it would be reactionary to reverse the current and levy fees where education has been free, or raise school and examination fees. Education must be financed increasingly by taxation, and decreasingly by fees.

Unconstitutional.—The proposal to levy fees of Rs. 5-4-0 per month in all the four years of the new Junior Secondary stage may be illegal and unconstitutional. At present education is free for the first eight years, namely, four years of Primary and four years of Middle School. The Committee proposed to abolish the Middle School, and add the first two years to the Primary to make it a six years' course of free education, and add the second two years to the Junior Secondary which will be subject to fees. Thus, the seventh and eighth years of education, which are free now, will be charged fees hereafter. This is not only undesirable as a reactionary step, but it may also be illegal and unconstitutional.

Age.—Article 45 of the Constitution contemplated free education for all children till they completed the age of fourteen years. It may be noted that the Constitution referred to the *age* of the children, namely, fourteen years, and not the *stage* of education, like Primary. The Draft Constitution contemplated the Primary stage, but the final Constitution amended it to age on the ground, it was explained, that Article 24 of the Fundamental Rights forbade the employment of children under age of fourteen in factories, etc., and that, consequently, children should be at school till that age, irrespective of the stage of education, Primary or Secondary. (Constituent Assembly Debates, 23rd November 1948, p. 540). To-day, with eight years of free education from the age of six, the Mysore system conforms to the Constitution. If any

child under fourteen years of age is hereafter charged fees on the ground that he is in the Junior Secondary stage, it would be unconstitutional. Fees can be charged of pupils above the age of fourteen. Normally, such pupils will be few and far between, and it would be invidious to charge them fees and let off the others. It is best, therefore, to make the first two years of the Junior Secondary, corresponding to the second two years of the present Middle School, free as now.

(iv) *Organisation of Education.*

It was stated earlier that the least needed reform was the *organization of education.* The Committee made several recommendations for organisational reform. Few of the proposed reforms are new and novel; most have been canvassed before, but few of them have been implemented.

Education Ladder.—At present the education ladder consists of four years Primary, four years Middle, and three years of High and two years of Intermediate and two years of College, or 15 years for the first Pass University Degree. The Committee proposed that the Primary stage should be of six years, Junior Secondary of four years, Senior Secondary of two years, and two years of College, or 14 years for the Pass Degree. It is much better educationally to give eight years for the Primary, four years for the Secondary and four years for the College stages, or 16 years for the Pass Degree. Most of the present pupils of the Colleges are too immature to profit by the college system of education; they should be taught under the school system till they are 18 years of age, which means full 12 years from the Primary stage. The Radhakrishnan University Education Commission said:

> We, therefore, recommend that the standard of admission to the universities should be the present intermediate, to be taken by a student after completing full 12 years of study at school and at an intermediate college, normally at the age of eighteen. (Report, page 89).

As regards the duration of the University course, the Radhakrishnan Report advocated three years (p. 93). It would, however, be better if it is raised to four years, as in England and America. (Report, p. 134).

Teacher vs. *Pupil.*—In making the steps of the education ladder, it is important to realise that the most important test is psychological development of the normal average children. As the pupil develops towards maturity, he depends more on himself and less on the teacher. Generally, in the first four years, each class has a single teacher who takes all the subjects taught to the pupils. In the post-Primary stage, specialization starts with the teachers, each teacher teaching one subject, while all the students of the same class have the same common subjects. In higher education, students also specialise, each student taking some subjects while all take only a few common subjects like language. At each advancing stage, the pupils, with the advice of their parents and teachers, should be given wide choice of subjects and a minimum of compulsory ones.

(v) *Basic Education.*

Future Pattern.—The Committee recommended that the future pattern of elementary education should be of the basic type, that it should extend to six years, and that it should be universalised in the State as soon as possible. It would be better, however, to postpone the innovation until the present system of compulsory Primary education is universalised in the State, while giving every encouragement to un-official organisations to promote Basic schools with a view to testing their usefulness and popularity with pupils, parents and teachers.

Present Commitment.—At present the State is statutorily committed to universal compulsory Primary education of four years with a curriculum including the 3 R's, eye and hand training and Nature Study and Gardening. But so far it has not been universalised. Only a ninth part of the State is under compulsory scheme and even there, it is admitted to be ineffective. Some parts of the State are under the voluntary system and some others have no schools at all, though they are all paying taxes. The budget in 1952-53 for Primary education was Rs. 1.5 crores. The present Director of Education estimated that the cost of universalising the present compulsory scheme would be Rs. 3.1 crores.

Sultan Mohiyuddin Scheme.—In 1945, Mr. M. Sultan Mohiyuddin, then Director of Public Instruction, prepared a scheme for compulsory primary education of five years to be universalised by 1957-58, with a budget of about Rs. 2 crores in the final year. But this scheme also was not implemented.

Present Duration.—It has been held against the present four-year system that it does not ensure permanent literacy as the wastage was over 70 per cent. It may, however, be urged that the defect was not due to duration of the course, but to inefficient enforcement of compulsion and to the voluntary system. Even if the period be raised to six or eight years the wastage is likely to be phenomenal so long as compulsion is ineffective or attendance is voluntary. The remedy is to make compulsion effective and universal.

Compulsory Period.—If it has not been possible to universalise the four-year or the five-year schemes, it is inadvisable to embark on a six-year scheme if only because of its greater cost, particularly when the finances of the State are under a heavy strain. If the period is to be extended before the present four-year system is universalised, it is better to contemplate eight-year course, and thereby conform to the Constitution which prescribed free and compulsory education up to the age of 14, which amounts to eight years from the age of 6 to 14. The Sargent Report advocated eight years, but divided into two parts of five and three. The Wardha Basic Education Scheme suggests an unbroken course of 8 years from 7 to 15. Eight years is more general in other countries like U.K. and U.S.A.

Free Period.—From the point of view of free education also, the eight-year plan is more convenient in Mysore, where education has already been free for that period. If the present Middle School stage is also made compulsory gradually, we shall have eight years of free and compulsory education, in conformity with the Constitution, though it will take much longer to universalise the system.

Basic Education at the University Stage.—It is common ground that Basic education is more expensive to start and

run and to train the teachers for it. Further, Basic Education, in so far as it differs from the current system, is intended to replace the latter right through and not only in the first six years of the child's education. According to *Nai Talim,* published by the Hindustan Talimi Sangh, Wardha,

> The third department is the residential basic school 'Anandaniketan', for children from seven to fourteen. . . . . A fourth department has just been started for boys and girls who have completed seven years of basic education. This is post-basic corresponding to the University stage. (Page iii).

Basic National Education, also published by the Hindustan Talimi Sangh, speaks of the fifth stage as the University stage, while the fourth stage is post-basic for pupils between the ages of 15 and 18 (Page x). The important fact is that *Nai Talim* envisages Basic and post-Basic stages right up to and including the present University stage. Unless, therefore, it is to be decided here and now that in future all stages of education shall be on the *Nai Talim* lines, it is not desirable to adopt *Nai Talim* only for the first six years.

Self-support.—The Report of the Committee on Financing of Education in Madhya Pradesh (1952) recommended an eight-year Basic course, divided into two parts of five and three years, for financial and other considerations. Mr. S. N. Agarwal, in his Dissenting Minute, said :

> The Central Advisory Board of Education in a recent meeting has now made it very clear that "a system of education cannot be considered as Basic Education in the real sense unless it provides an integrated course including both the junior and senior stages. (Page 109).

In justification of his view, Mr. Agarwal said :

> The reason for this is very clear. Basic education centres round useful productive work, and if we divide the total period of eight years in two stages the advantage of meeting part of the recurring expenditure through saleable articles produced by children is lost considerably. The real advantage of productive work accrues only towards the last three years of the whole course of Basic Education. (*Ibid,* page 109).

At one stage Mahatma Gandhi contemplated that Basic Education should be self-supporting and made it "the acid

test of its reality." But later, he modified it somewhat. (*Basic National Education,* Hindustan Talimi Sangh, Wardha, P. vii).

Work vs. *Activity.*—Speaking on Basic Education in Madras on the 17th February 1953, Mr. C. Rajagopalachari said that Basic Education meant 'work' and not mere 'activity'. He said :

> Work was different from activity. Activity might be good or bad, might be useful or useless ; in work something was produced, and what was produced was of some use to the people around. Teaching work was what was intended by Gandhiji when he referred to basic schools.

Madras Experience.—Basic Education has been the accepted policy of the Madras Government during the last five years. The number of pupils in all the basic schools in the State was over 12,000 boys and 6,000 girls in 1949-50. The syllabus adopted was that of the Hindustan Talimi Sangh. The Basic crafts were spinning and gardening. The value of the net earnings through yarn, khadi and vegetables produced during the year in basic schools was Rs. 2,104, as against Rs. 1,827 in the previous year. (*Report of Public Instruction in the Madras State* for the year 1949-50, P. 37).

Madhya Pradesh and Bombay City.—It is noteworthy that while Madras had adopted the Basic system, Madhya Pradesh has not yet done so, notwithstanding that Sevagram was in that State and Mahatma Gandhi and the leading members of *Nai Talim* lived in that place. The Bombay Corporation Commissioner, in his Report No. Eo. 3103, dated 7th August 1952, observed :

> The conversion of existing Municipal Schools into Basic Schools is not, therefore, a practical and convenient proposition in a city like Bombay.

He also observed :

> It has not been possible to follow all the aspects of Basic Education as the craft (spinning) is not quite suitable and teachers also find it difficult to teach all subjects linked round about the craft.

Child's Interest.—To attempt to teach a wide variety of knowledge and skills through the medium of a single craft seems to be educationally unsound. In so far as enlisting the interest of children in the school work is concerned, gardening and nature study, as well as hand and eye training, already included in the present primary curriculum but not widely implemented, offer the necessary stimulus. In these modern days, when even *Nai Talim* included the bicycle in its curriculum, mechanical and educational toys like a Mecanno set, will be more interesting to children than spinning and carding.

Education vs. *Trade.*—Further, education is learning something new, and not practising the known. In a school, the pupils are learning something new every day, while the teacher is teaching what he already knew ; the pupils are being educated, while the teacher is practising a profession. The *Nai Talim* syllabus for the first grade when the child is about 6 years of age, prescribed spinning for two hours a day for 200 days in the year and the production of 40 rounds per hour of the average count of 8 to 10. It is hardly education, but only a trade.

University during the Ages.—In so far as Basic Education is " learning by doing while earning ", it has been the universal practice throughout the ages and in all countries. Children " learn on the job " under their parents, earning the while, in kind if not in money. If till recently most parents were averse to sending their children to school, it was because they were already earning members of the families, doing productive work in farm, factory, in office or domestic service. In the present financial and other circumstances of India, it is not essential that formal education in Primary Schools should duplicate the informal education, cultural and vocational at home, workshop, farm or factory, unless it is more efficient.

Improve Efficiency.—At present, formal education in schools may supplement, and not supplant, the education through other agencies. Most parents do not know reading and writing, and modern developments in citizenships and vocations because they cannot read. It is best, therefore, to furnish in schools the tool subjects and modern efficient knowledge. Most pupils are already,

even when they are too young, engaged in vocations and earning part, if not the whole, of their living.

Craft bias.—It is unnecessary to give a craft bias in school for the children who spend most of their time out of school in learning and practising vocations. There are many vocations practised in India, and every one of them has to be made more efficient, and not only a few like spinning and weaving. In the primary stage it is necessary and enough to give access to the tools of knowledge in the first instance, before embarking on more ambitious, more expensive and doubtful projects.

Vivisection: The Reddy Report observed:

> One cannot help submitting that such a revolutionary change in the system of national education should have been preceded by a fuller, franker and more forthright discussion than has been the case. That we have many grounds for being dissatisfied with the process of Elementary Education and the product of that Education is, of course, true. But it would seem equally true that in the field of education, especially where the experiment is being carried on in a laboratory with young boys and girls as the materials, we should be particularly on our guard as such experiments might easily constitute a form of vivisection. (Page 55).

Child labour vs. *Adult Unemployment.*—To the extent that Basic Education compels children under the age of 14 to go beyond "activity" and engage in saleable "work" and maximises economic self-support, it tends to become compulsory Child Labour, and the Basic School a "factory". It is often said that there is an appreciable number of adults who are unemployed and who seek work and wages. To the extent that it is true, it seems odd that tender children should not only be compelled to work by and for their parents, but also conscripted by and for the State for productive work in Primary Schools. It is better that adults worked and children are left free to learn the play-way. The better policy is: activity for children and work for adults.

Debatable.—It cannot be doubted that the merits of Basic Education are not universally acknowledged. It is, therefore, undesirable that the State should adopt it as the *only* policy and enforce it with all the coercive power of the State. It is common knowledge that just before the Committee commenced its deliberations, orders had

been practically issued to close down the Basic Training Centre at Vidyanagar because there was no demand for Basic Education. There is reason to believe that Basic Education is not popular with pupils, parents and teachers generally. Otherwise, there would have been demands for such education, and unofficial bodies would have entered the field by now.

Private Initiative.—It is desirable that private agencies, who accept Basic Education, should come forward to try out the experiment and win popular support. If and when the system, by its intrinsic merits and the enthusiasm of its advocates, wins overwhelming popular support, the State may adopt it as one of the official systems.

Pace of Conversion.—Though the Committee wished that Basic Education was universalised as soon as possible, it found the practical difficulties so great that it was content to recommend the conversion of 100 Primary Schools annually to Basic schools, and more subsequently as and when possible. At present there are about 10,000 schools in the State, and about 5,000 more are needed. It is likely to take a long time, a very long time, perhaps, before Basic Education is universalised in the State, provided the necessary finance can be found. For the next 10 years non-Basic Primary education is likely to be the main system.

(vi) *Non-Basic Primary Education.*

Primary Education.—Though anxious to replace the present Primary Education with Basic Education as soon as possible, the Committee recognised that practical difficulties stood in the way of achieving it within a generation, not to speak of ten years, and reconciled itself to its continuance, at any rate, for the next ten years. But it proposed to increase the duration from 4 to 6 years and universalise it within 10 years.

Magnitude of the Problem.—The number of children of the 6 to 12 years age according to the Census of 1951 was about 15 lakhs. (It is likely to be more by 1961). To universalise the scheme will need about 50,000 teachers in the 10th year, and the cost of salaries alone will amount to about Rs. 6 crores in the 10th year, if the proposed

scales of salaries and dearness allowances are applied to all the then teachers.

Teachers.—The Committee found that the present type of training institutions would not be able to produce the requisite number of teachers, even if each district had a Training School. Training was considered essential for a great number of teachers in service who had no formal training and who being comparatively young still, could and should be trained, and also for new recruits. It, therefore, proposed special "emergency" measures to meet the demand. At first the Teacher Training Sub-Committee proposed to attach special teacher training sections to High Schools which had the necessary facilities regarding accommodation, equipment and trained staff, and estimated that not more than 20 High Schools would answer the purpose, and that about 850 teachers could each be given one year's training in 15 Government and 3 Aided High Schools. But subsequently, the Committee took the view that 60 centres could be established which would train 50 teachers each, or 3,000 teachers in all per annum, at an approximate cost of Rs. 4.56 lakhs per annum recurring and Rs. 7.80 lakhs non-recurring. These centres are to be temporary and to be closed down at the end of 10 years when their special purpose was achieved. This is in addition to the regular District Training Schools, which would train 1,500 teachers per annum at a cost of Rs. 11 lakhs recurring and Rs. 1.35 lakhs non-recurring.

Doubtful.—It is somewhat doubtful if, with the best good will, it will be practicable to start 5 more District Training Schools as well as 60 Emergency Centres in the first year, in order to produce the requisite number of teachers needed in the very first year. It will not be surprising if the establishment of these training institutions should take some time and to that extent delay the consummation of the universalisation of the 6-year compulsory primary education beyond 10 years.

Four vs. *Six Years.*—It is obvious that a 4-year compulsory Primary course will be more economical than the 6-year one in every way, and can be more quickly universalised.

Priority for Girls.—It would be a decided advantage if compulsion be applied to girls in the first instance throughout the State, and then extended to boys.

(vii) *Educational Emergency.*

Emergency Proposals.—In proposing 60 "emergency" centres to train "emergency" teachers for a shorter duration of one year, the Committee has tacitly acknowledged an Educational Emergency and approved of some emergency measures. I suggested that it was possible to go a little further and do better and devise means by which compulsory primary education of 4 or 6 years or even 8 years may be universalised earlier and more economically. They are :

1. "Education" be made a compulsory subject during the last two years of the Secondary Course and the first Degree course ;

2. A candidate for the S.S.L.C. Certificate shall render national service as a teacher in a Primary School for children or an adult school for one year ;

3. A candidate for the first University Degree shall render national service as a teacher in a High School for one year ;

4. A candidate shall be paid a small scholarship while engaged in the national service of teaching.

Committee's Comment.—Commenting on this scheme the Committee in the Chapter on Teacher Training observed :

> The problem of securing an adequate number of teachers may be solved for the time being ; Government might be able to reduce expenditure to a certain extent, and students may be made to realise the importance of social service, but we cannot forget the basic fact that teaching could be fruitful only if it be voluntarily done. ..... We want our children to be taught by trained persons and not novices.

Conscription.—The Committee recommended compulsory social service by all students every year. All compulsion negates choice. It will be a bold statement that the great majority of teachers to-day had chosen the profession on account of their aptitudes, and not been conscripted by circumstances. Most of them would quit teaching if they can get a better-paid job. Even under

the proposals made by the Committee it is doubtful if most candidates will choose teaching voluntarily and for the love of it. It may not be the compulsion for a Secondary School Certificate or a University Degree, but it is compulsion for a job. Conscription was approved by the Sargent Report and by the Sultan Mohiyuddin Report of Mysore. The latter said :

> Other " emergency measures " would have to be adopted—of course as temporary measures to find the required number.

Training.—As regards training, my scheme suggests that " Education " should be made a compulsory subject during the Secondary and University stages. Even under the conventional system of two years of professional education after the general education of the S.S.L.C., the curriculum for the first year is general education, very much in common with the general education in the High School. The one-year of professional education is spread over two years under my scheme. Similarly, the conventional course for the Degree in Education is one year of professional education following the Pass Degree. Under my scheme it will be spread over the four years of the University course, and be more efficient than under the conventional system.

Subject and Method.—All that is meant by the Committee's criticism may be that the student-teacher will not have taught a class under the supervision of a trained teacher. Perhaps even that can be arranged, even as students of Physics and Chemistry have to do practical work. In any event, the trained teachers who teach subjects in the Primary and Secondary Schools are presumably using the approved methods of teaching that they learnt under their trained teachers, and demonstrating the methods while teaching. A trained teacher can be expected not only to teach a subject but also the method of teaching, particularly if he be asked to do so. There is no need for separate institutions called " Training Schools " to teach Education and train teachers ; they can be done in every High School and College, along with a variety of other subjects, theoretical and practical. Indeed, the Committee itself included " Education " as a subject, though a voluntary one, in the curriculum of the High School and College. It spoke of " Education

as a Vocational subject in the Junior Secondary Course" for those who have an "aptitude" for it. It further recommended that "Education" be an optional subject for the B.A. and B.Sc. If a student had taken "Education" as a subject during his Secondary and University stages, it may be presumed that he is competent to teach, at any rate, more competent than most of the present teachers.

Compulsory Social Service.—The Committee recommended compulsory social service by all students for at least 6 months. The Committee estimated that the number of candidates appearing for the S.S.L.C. was already over 20,000 and might increase. Then, there are the candidates for the University and Technical institutions, etc. It will be rather difficult to give each student the kind of social service that he prefers or has an aptitude for. It is better that it takes the form of teaching for most of them. Any kind of economically productive work by the students is likely to compete with the workers already engaged in it and accentuate unemployment among them. If unproductive, it will be a heavy strain on the finances of the State. It is, therefore, desirable to find such work as will not compete with existing workers, meet a new and pressing need, and involve minimum cost. Such work seems to be teaching children and adults. The Sargent Report said that the shortage of teachers was the bottle-neck for the expansion of Primary Education. The pupils are there to be educated. For the simple teaching of the present 4-year Primary curriculum the S.S.L.C. candidates, with at least two years of "Education", will be competent. They will not compete with the existing teachers. Inasmuch as they are paid small stipends rather than full salaries, they will cost less than regular teachers.

Committee's Compromise.—To meet the Educational Emergency the Committee has already compromised to some extent by reducing the period of training to one year as against the traditional two years, and by proposing emergency centres to train emergency teachers as against the traditional Training institutions, etc. The compromise proposed here is not less efficient, but, as the Committee acknowledged, more economical in time and money.

Response of Students.—Students working for their certificates and degrees are still, on the whole, idealistic and responsive to the call of patriotism and social service, particularly if they are enabled to realise that they are being educated at the expense largely of poor and unlettered peasants, that by their national service as teachers they would in some measure redeem their debt of honour, and also elevate the general literacy level of the country as a whole, and enable millions to read and write and thereby improve their efficiency as citizens and as producers of wealth.

Prospect.—Under this scheme it may be possible to universalise within 10 years compulsory Primary education of 8 years as enjoined by the Constitution and at a comparatively low cost.

Alternatives.—In the alternative, "Education" may be introduced as an optional subject in the Secondary and University stages and offered in as many institutions as possible, and Teaching in Primary and High Schools made one of the forms of compulsory social service. Every encouragement may be given to students to opt for it.

(viii) *Academic* vs. *Vocational.*

Traditional Classification.—The Committee has retained the traditional distinction between Academic and Vocational education to be given in separate institutions, and at the same time diluted each with a quarter of the other in order to give every pupil a more rounded and balanced education at all stages.

Invalid.—The current classification is perhaps less valid than *Vocational* and *Recreational.* About 99 per cent of the people have to work for their living, and acquire the necessary knowledge and skill for it, in or out of school. It is only a small minority which seeks education for its own sake and as a hobby. Even those who take the so called Academic subjects or Humanities do so mostly to qualify for a vocation. Indeed, most formal education in schools and colleges is preparation for jobs, and hence vocational in character and objective. It is, therefore, advisable to abolish the unreal and misleading classification of the content of education and of institutions.

Parity of Esteem.—The traditional classification has lef the stamp of inferiority on Vocational education and of " high-brow " on Academic education. It is natural that every student and parent should give first priority to the latter and fall back on the former with regret.

Multi-lateral Institutions.—In England there is still a tripartite system, namely, Grammar schools, Technical Schools and Modern Schools. At the age of eleven, the child is examined and assigned to his proper secondary school compartment. If he is not chosen for the Grammar School, his chances of going to the University would be slim. The feeling against the system has been developing, and attempts are being made to assure " parity of esteem " for the three elements of the tripartite curriculum by the establishment of " comprehensive " or " multi-lateral " schools. In essence, each such school accommodates all the Secondary educational needs of a given geographical area. The comprehensive school, which will conduct all the three types of education simultaneously and in the same institution with less sharp boundaries between them, will give truer equality of opportunity. It is desirable that in India and in Mysore comprehensive schools should be the norm, and every existing institution should be converted into such a school by adding the missing courses.

Multi-lateral Education.—Every student should be educated for citizenship and for a vocation. The former is common to all students ; the latter will vary with each. It is, therefore, desirable that every student should take at least one course in the Humanities, another in Sciences and a third in Applied Science or vocational subject at all levels in the Post-Primary stage.

Choice of Subjects.—Each multi-lateral institution should offer the maximum number of subjects possible, and give the maximum choice to the pupils, irrespective of sex, with the advice of their teachers and parents. Those who want Certificates or Degrees may be required to take a prescribed minimum number of subjects, but others, who want only knowledge and skill, need have no such minimum.

(ix) *Language as Media and Subjects.*

Committee's Scheme.—The Committee considered the claims of the Mother-tongue, the Regional language, the Federal language, the international language, the classical language and the Communal languages as media of instruction and as subjects, and recommended the following scheme :—

1. *Primary Stage of six years.*

1. Mother-tongue as medium ;
2. Compulsory Kannada as a subject for all non-Kannada students during the last three years ;
3. Compulsory English as a subject in the last two years ;
4. Compulsory Sanskrit as a subject.

2. *Junior Secondary or High School Stage of four years.*

1. Kannada as the medium for all subjects ;
2. English to continue as the medium in Anglo-Indian Schools for a time, and subsequently to be replaced by Kannada ; and in the meanwhile Kannada to be a compulsory subject ;
3. Hindi as a compulsory subject ;
4. Sanskrit as a compulsory subject ;
5. English as a compulsory subject.

3. *Senior Secondary or Intermediate Stage of two years.*

1. English to continue as the medium until it can be replaced by Kannada as soon as possible ;
2. English as a compulsory subject ;
3. Hindi or Kannada as a compulsory subject ;
4. Mother-tongue or Sanskrit as a compulsory subject.

4. *University Stage of two years.*

1. English to continue as medium till Kannada can replace it ;
2. Second Language and Hindi.

Broadly speaking, the Committee's policy is to extend as soon as possible Kannada as the medium for all subjects

and at all levels, including the University, impregnated with Samskrita as the classical base of the Kannada language and the vehicle of Indian culture, and to retain English as a compulsory subject, and introduce Hindi as an optional subject from the Secondary stage onwards.

My Proposals.—I venture to submit the following alternative scheme of languages :

1. *Primary Stage.*

(*a*) The Regional language as the medium of instruction, or the Mother-tongue if different and if desired and if the number of pupils warrants it ;

(*b*) English as a compulsory subject as early as possible.

2. *Secondary and University Stage.*

(*a*) Regional or English or other language, at the choice of the pupils and their parents for the Arts subjects ;

(*b*) English as the medium for Science and Applied Science subjects ;

(*c*) Hindi as a compulsory subject ; and

(*d*) Other languages, Indian and non-Indian, classical and modern, as voluntary subjects.

3. Every student shall take at least one course in the Humanities, which will be taught in English or another language ; and one in Sciences and another in the Applied Sciences which will be taught in the English language.

Philosophy of Language.—Languages, particularly as the media of instruction, create problems largely because of some current concepts and emotional approaches to them. Each Language has been considered as the special inheritance and possession of certain groups, such as Kannada of the Kannadigas, Tamil of Tamilians, English of the British, Urdu of the Muslims and so on. Most people have the deep conviction of " my " language and " your " language, and exalt the former. As a matter of fact, Urdu is not the exclusive language of the Indian Muslims, for millions of Hindus speak it and millions of Muslims in the world do not speak it. English is not the exclusive language of the British, because millions of the non-Britishers, including the Americans, speak it. No Indian in India would be able to speak English if it belonged to

the Britishers. There is no correlation between a political nationality and a language. All the Swiss have a single nationality, but not a single language; they have three,—German, French and Italian. Nor is there a correlation between a religion and a language. All the Muslims in the world do not speak the same language, nor all the Chirstians and Hindus. Languages have no national or religious affiliations. Anybody, of any race, religion or nationality, can learn any language, if he has the need and the opportunity. The same is true for all non-material cultural elements, like the Humanities, the Sciences, the Fine and Applied Arts; they cannot be "owned", much less "exclusively", as material culture elements, like property, can. That is why teacher shares his knowledge with his pupils, but not his salary! He is not the worse for sharing knowledge, but he is for sharing his salary.

"Foreign"—Another concept is that a language is "foreign" and another "native" or indigenous. "Foreign" is a political concept, indicative of nationality. But no language and no knowledge has a nationality and cannot, therefore be "foreign" to anybody. Physics and Chemistry are just universal knowledge, but have no political nationality, "foreign" or other. The English language is not "native" in England and "foreign" in America or India. It is somewhat childish to cherish a prejudice against any language simply because some "foreigners" speak it, even as it is childish to boycott Penicillin because a "foreigner" discovered it and wrote about it in the English language!

English Not Foreign.—Even in the narrower national sense, English is not a "foreign" language in India, for there are some people, particularly the Anglo-Indians, who are Indian nationals and who speak that language as their home language. The place of English should be decided on its utility, and not on other considerations.

C.R. on English.—In the course of his speech in Madurai on the 3rd March 1953, Mr. C. Rajagopalachari was reported to have said:

> Let us not give up English which we acquired by the accident of history. This language is one of the languages given by our

Goddess Saraswati. English, which we have learnt from the British, is a universal language. It is the language of modern sciences, of modern research, of modern politics and of modern scholarship in all branches of life.

English is a language which to-day is perhaps more useful than any other language in the world. The more we have it in India, the better for us, particularly when we have to make up a great leeway in modernising our life. The more we have it in the world also, the better for international understanding in science and politics.

Communicational Utility.—Languages are media for the communication of thoughts. And the only rational consideration is their *utility,* and not their historicity. In choosing languages to learn, it is the communicational utility that should decide. Languages should be learnt by those who need them and to the extent that they need them for work or enjoyment. For instance, about 90 per cent of the people in any part of the world are not likely to need more than one language for most of their communicational needs ; at the other end a small minority have to be multi-lingual because of their world-wide contacts.

Place of English.—The Committee was unanimous that English should find a place in the educational system as a subject. There was difference as to its being the medium at a certain stage, complicated by the claim of the Federal language. Some people have urged that the Regional language should be the sole medium of instruction at all levels of education, including the highest while others have pleaded that English should be retained as the medium for all subjects at the University level. My proposals would be a compromise which, I believe, has several advantages. In so far as the Regional language will be used as the medium for the Arts or Humanities like History, Economics, etc., at the University level, the feeling that it was not good enough for higher education will be molified. At the same time, English as the medium for Sciences like Physics, etc., with the international terminology, will facilitate as nothing else will the flow of modern scientific knowledge into India.

Vertical Bilingualism.—If English is to be learnt at all and used as the medium in the University for Science subjects, it will be an advantage if it is started as a subject as early as possible and used as the medium for Science in the Secondary stage as well. It is a kind of vertical bilingualism, instead of a horizontal one : the Regional language for the Arts, and English for the Sciences, right through the Secondary and University levels, instead of the present horizontal bilingualism : Kannada in Secondary and English in the University stages for all subjects. Each linguistic area can more easily be self-contained in the Humanities than in the Sciences which are more international and more expensive. Under my proposals, every Secondary and University student will use both the Regional language and the English language as media.

Universal Utility of English.—The English language is useful not only for higher and scientific education but also for lower grades of vocational education. The UNESCO has listed over 1,500 vocations practised in the world. Perhaps a good many of them are practised in India also. The efficiency of most of them is being constantly improved by an endless stream of inventions and discoveries. Most of them find almost immediate publication in periodicals published in the English language and are sold at comparatively low prices because of their enormous circulation. Almost every occupation, however, humble, has a periodical or two, which publishes the latest developments. Many of them are well illustrated. It will take long before such illustrated periodicals at such low cost can be produced in any Indian language, if only because of the small market for them. Most people have to work for their living and learn to work. It will pay them to keep abreast of the times. Their best source of information at present and for a long time to come are the journals published in the English language. Every tradesman, however humble, stands to gain by learning the English language. The more it is universalised the better for the efficiency of India. To learn English is helping ourselves, and not favouring the British.

Linguistic Imperialism.—Other languages, classical and modern, Indian and other, may be learnt by those who need them for their business or for their enjoyment.

Above all, as long as the traditional attitude towards "my" language and "your" language persists on a large scale, the majority-language-group may not indulge in linguistic imperialism and inflict pain and humiliation on linguistic minorities. There are large numbers of Tamil-speaking and Telugu-speaking and Urdu-speaking peoples in Mysore State, not to speak of the small minority of English-speaking ones. The Kannada-speaking majority should be extremely tender to the susceptibilities of the linguistic minorities, and not force Kannadisation of non-Kannadigas by the coercive power of the State in the name of democracy.

Nagpur Experience.—The Nagpur University claimed to be the first to introduce the Regional languages Marathi and Hindi, in the place of English at the University level. It was recently reported that the Government Science College, Nagpur, admitted 256 students for the first year, of whom 150 took the Marathi medium, 75 the Hindi medium and 31 English medium. Subsequently, as the consequence of a case in the High Court, the students were given "Elastic Compulsion", and they were allowed to change over to the English medium. The result was that out of the 254 students, 252 had changed over to English, 2 had taken Hindi and none Marathi!

Demand for English.—There seems to be a surprisingly large demand for the English language in the Mysore State. The Report of Public Instruction in Mysore, 1949, noted:

> Since there has been a growing demand for the teaching of English in the schools in rural areas and in response to this demand, most of the Upper Primary Schools have been converted into schools called New Type Middle Schools. Therefore Upper Primary Schools as such are almost extinct now. (Page 32).

Parents and pupils show a marked preference to the English medium schools, notwithstanding that some of them are Christian Mission Schools.

There is very good reason to believe that a great many parents and pupils prefer the English medium even in the Secondary stage, not to speak of the University stage. It is best not to force the Kannada medium on them, but

respect their preference for the English medium, while those who prefer the Kannada medium should be free to do so. The State should take up an attitude of benevolent neutrality towards both, and not use its powerful and all-pervasive influence to discourage the English medium and force Kannada. The least of the misfortunes will be retaliation in other States where Kannada-speaking people have at present Kannada-medium schools.

Indian Culture.—It is also undesirable that Samskrita should be exalted by the State on the plea that it formed the base and source of Kannada language and Indian culture. Indian culture, whatever it may mean, is not based on Kannada language and Samskrita. It is a composite culture of Hindu, Muslim, Christian and aboriginal and other cultures, and not of Samskrita and Hindu culture only. All good literature in all languages should receive respectful and sympathetic consideration and not the exaltation of one to the neglect or humiliation of the others. In any event, Samskrita education is well provided for by the several religious Mutts and in special Samskrita Colleges. When Greek and Latin are fading away from the general educational systems in England and America, it is superfluous to introduce compulsory Samskrita in the general education system in Mysore. It may remain a most honoured and loved optional language.

Linguistic Minorities.—The Committee proposed to make Kannada the sole and single medium of instruction in all educational institutions as soon as possible, subject to the proviso that Anglo-Indian Schools should be given a reasonable period of transition to change over from the English to the Kannada medium. It is doubtful if compelling the Anglo-Indian Schools to change over is *intra vires* of the Constitution.

Article 29 (1) of the Fundamental Rights runs as follows :

> Any section of the citizens residing in the territory of India or part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

Article 30 of the Fundamental Rights runs as follows :

(1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

(2) The State shall not, in granting aid to educational institutions, discriminate against any educational institutions on the ground that is under the management of a minority, whether based on religion or language.

It will be noticed that Article 29 (1) refers to " any section of the citizens " and while Article 30 refers to "a minority based on language or religion ", both of which are entitled to cultural autonomy.

Dr. Ambedkar's Comment.—Regarding the scope of Article 29 (1), Dr. Ambedkar said :

There is no burden cast on the State. The only limitation that is imposed by the article is that if there is a cultural minority, which wants to preseve its language, its script and its culture, the State shall not by law impose upon it any other culture which may be local or otherwise. Therefore, this article has really to be read in a much wider sense and does not apply to what I call the technical minorities we use in our Constitution. That is the reason why we eliminate the word " minority " from the original clause. (Constituent Assembly Debates, Volume VII, page 923).

It would seem unconstitutional to impose Kannada and Samskrita languages and cultures on any sections of the citizens, who have a different language or culture, whether or not they constitute technically minorities based on language or religion. It may be unconstitutional if Kannada is forced on the Tamil-speaking citizens in the Bangalore Cantonment or in the Kolar Gold Fields, or on the Telugu-speaking citizens in Kolar and Bangalore Districts. It may equally be unconstitutional to force the Kannada medium on the Christian and English-speaking minorities or the Urdu-speaking Muslim minorities in the State.

Regional Language.—The Committee has often used the term "Regional language" and presumed it to be Kannada. It may be doubted if the whole of Mysore State is a single " region " for linguistic purposes as it is for political purposes, and whether Kannada should be considered the only " regional language " in the State, and whether

there are Telugu and Tamil " regions " also, where their " regional " languages are Telugu and Tamil. If Kannada alone is meant, it is better to use it instead of the " Regional " language, for the Kannada linguistic region does not coincide with the political boundaries of the Mysore State. Kannada is spoken outside the State also, and inside the State other languages are also spoken.

(x) *The Mysore University.*

Major Changes.—The Mysore University started as a State University and a Teaching University as an improvement over the then affiliating University of Madras. The University has since then deviated from its original pattern and increasingly approximated to an affiliating University. It will be more so under the recommendation of the Committee to transfer the present Intermediate Colleges to the Education Department. It will be even more so if the professional colleges also are transferred from the University, as recommended by the present Vice-Chancellor, whose opinion as the current incumbent, is entitled to great respect.

The Committee proposed to modify the status of the University from a State University to that of an autonomous corporation, but financed by the State. Other changes are more or less consequential to the two major reforms.

As has already been noted, the University Pass Course is to be reduced from the present four years to two years in future by the transfer of the Intermediate Colleges to the Education Department.

Structure and Function.—The proposed reforms are mostly structural. Are they calculated to improve the functioning of the University from the point of view of the students and the teachers, which should be the chief consideration ? The quality of education depends on the competence, contentment and enthusiasm of the teachers, and the library, laboratory and tutorial facilities offered to the students in the teaching colleges in which they study, and not on the heirarchy of an affiliating and examining University.

Reduction of College Course.—The reduction of the college Pass course to two years from the present four is far from an improvement. At present the Pass Degree involves 15 years of education, Primary, Secondary and College ; it is proposed to reduce it to 14 years. It would be an improvement if it be raised to 16 years as in England and America, where Primary and Secondary education take 12 years and the College four years.

Duration and the Medium.—It was suggested that inasmuch as the medium of instruction will be the local Kannada and not the foreign English language, a shorter period would not reduce the quantum of education. But it may be recalled that in England and America, where the medium is the local language, the period is four years.

Functions of the Mysore University.—As a teaching University, the Mysore University undertook teaching and research, the conduct of examinations and the conferment of Degrees. To the extent it became an affiliating University, teaching and research have been transferred to the affiliated Colleges. If the conduct of examinations also should be transferred to the colleges, as it should, the chief remaining function of the University will be the conferment of Degrees.

Higher Education vs. *University.*—Universities are not the only institutions of higher education and research, or even of examinations and degrees. There are many institutions in India, England and America which perform similar functions without being " Universities " with the traditional heirarchic structure. The large and imposing and somewhat expensive structure of the typical University is not essential for the functions of teaching and research.

Teaching and Examination.—On the other hand, it is somewhat incongruous, if not tragic, that there should be affiliating Universities, as distinguished from teaching colleges, whose main function is to conduct public examinations and fail the majority of examinees in the name of higher education ! There is need for teaching colleges and hardly any for examining Universities. Each teaching college should conduct its own examinations, and its pupils should be examined only by the teachers who taught them

and not by "external" examiners hired for the purpose by an examining University. Examination should be an integral and inherent part of the teaching process, more or less continuous, and not a terminal crisis. It is to help the teacher to help his pupil to understand the subject as the teaching proceeds, and not to test the pupil's memory years afterwards impersonally. Pupils must, therefore, be tested and examined by the teachers who taught them and in the subjects they taught them. The employer is interested in testing whether an applicant is fit for the job he seeks; he will take the fit and reject the unfit. But the teacher's job is to make the pupil fit by teaching and by continuous testing to adjust the teaching. It is, therefore, desirable that testing of pupils should be done by their actual teachers in the teaching colleges, and not by external examiners engaged for the purpose by an examining University. Each teacher should give his evaluation of his pupils in the subjects he taught, and the teaching college council should give a general certificate or degree when he leaves the college.

Convocations.—If examinations are transferred to the teaching colleges, the conferment of degrees at annual Convocations, on behalf of the colleges, may be left with the University. The University has a higher prestige value than the college. The Convocation, with its colourful ceremonial and solemnity, has a great emotional value, particularly for the graduates, which may be conserved.

Single Department.—Since the Director of Public Instruction is already in-charge of over nine-tenths of the education system of all levels and types in the State, and it is now proposed to transfer to him the Intermediate Colleges also, the few remaining colleges, proposed to be retained under the University, may also be transferred to him. Indeed, it would be an improvement, educationally and economically, if all education of every kind and degree is placed under one officer, preferably an educationist of high quality. The American President's Commission on Higher Education, in its *Report on Higher Education for American Democracy,* said:

> The unbroken continuity of objectives of education at all levels makes it highly desirable for the State to vest in a single State department of education, whatever jurisdiction the State

should exercise over all education from the nursery through the University. (Volume III, page 71).

The distinction between higher education under a University and lower education under a Department has little to commend it, except tradition.

Government and Higher Education.—If the Government be competent to administer all the great Departments of the State, and among them the Department of Education which controls over nine-tenths of the education in the State, including higher education, there is no reason to apprehend that higher education in a few remaining colleges would suffer if the Government managed them also. If the Government be incompetent to manage them, it would be incompetent to manage the State, and that would be a reason for putting a more competent Government in office, rather than let all the Departments suffer and rescue only a handful of colleges by the instrumentality of an autonomous University.

Pickwickian Autonomy.—There might be some justification for a separate University, free from Government control, if the University were a " temple of learning " more free from the handicaps of a political Government. But it is common knowledge that the University is no more free than Government from personal, political and communal factors. Sir C. R. Reddy, who claimed that the University " was distinctly superior to a Department," (Report, p. 155) and pleaded for maximum autonomy " subject to the Government of the State " (*ibid*, p. 155), clinched the matter by saying that the University should be such " as would secure the confidence of the Government ". (*Ibid.* p. 160). In order to ensure this purpose, he recommended that the great majority of the University Council or Syndicate should be Government officials and nominated members, to the exclusion of teachers in the University or affiliated colleges ! In other words, Government control over the University should be relaxed only to the extent that it is run by Government officials and nominees ! Sir C. R. Reddy also proposed that the Chancellor, the Rajpramukh, should be the highest appellate authority with a view to limiting the authority of the Government. As a constitutional ruler, the Rajpramukh-Chancellor has to act on the " advice " of

his Government. In effect, Sir C. R. Reddy advocated autonomy for the University only in a Pickwickian sense ! Government should confer autonomy on a Government-controlled University, with an appeal to the Government !! The reasons which Sir C. R. Reddy advanced in favour of this proposition have not been effectively refuted.

Universities in the United States of America.–In America there are about 1,800 institutions of higher education, two-thirds of which were founded by private philanthropic bequests and are governed by boards of trustees, independent of Government control The State Universities are governed by Boards which are either elected or nominated by the Governor, and are financed by the State. As regards the relations between the Government and the Universities, the Report of the President's Commission on Higher Education called *Higher Education for American Democracy,* said :

> Sound public policy demands, furthermore, that State and local public educational bodies be able to exercise at all times the right to review and control educational policies in any institution or agency for which public monies are appropriated and expended. Public responsibility for support of education implies public responsibility for the policies which are supported. (Volume V, page 57).

This applies to private institutions receiving public aid ; it applies even more so to State Universities which are almost entirely financed by the State.

Academic Freedom in the United States of America.— There is a strong tradition of academic freedom in America, largely due to the fact that most of the institutions were privately founded and privately financed for a long time. But even that freedom is being invaded to some extent, and rousing loud protests.

British Universities.—The British Universities have historically been mostly private foundations, and inherited autonomy. According to Mr. H. C. Dent,

> Both autonomy and professional freedom are, however, seen in their fullest and most complete form in the universities. These are entirely independent and self-governing bodies subject to no external authority except that of Parliament—which rarely exercises it and then generally at the universities' own request.

Political interference with academic appointments or teaching is unknown. This despite the fact that for a quarter of a century before 1945 the British Universities received one-third of their income from public funds and today receive nearly two-thirds. (*British Education,* British Council, 1949, page 11).

Autonomy Right Through.—Autonomy does not, however, seem to be special to the Universities, but to pervade both Primary and Secondary Education. Headmasters and even Assistant-masters have autonomy, which is jealously guarded.

For a head teacher to dictate to an assistant how he or she should teach a subject to conduct a school society is rare—and always resented. But advice is readily tendered and cheerfully accepted. (*Ibid,* page 11).

State Intervention.—But even in England many fear that State intervention is increasingly encroaching on traditional autonomy. Lord Simon, Chairman of the University of Manchester and of the Editorial Board of the *Universities Quarterly,* wrote in 1946 :

Today the State is entering the field of University affairs with almost explosive force. (*Government Assistance to Universities in Great Britain,* H. W. Dodds and others, Columbia University, 1952, page 97).

University Grants Committee.—Public funds, determined by the Treasury and not by the Board of Education in England, are distributed to British Universities through the University Grants Committee which is appointed by Government, and whose advice the Universities find it worthwhile to accept, lest the grants be not renewed. According to Mr. Dodds

Nevertheless, the universities (in Britain) are not free in the sense of self-determination they enjoyed twenty-five years ago. (*Ibid,* page 94).

Informal.—Regarding the relations between the Universities and the University Grants Committee in England, Mr. Dodds said :

The conclusion is that the success of the University Grants Committee rests fundamentally upon unwritten conventions and personal and social relations of a homogeneous community of university men, in and out of government, who share common

tastes and a common outlook to a degree unmatched by any similar relationships in the United States. Attempts to formalise these relationships by administrative regulations would destroy them and leave a vacuum which bureaucracy would soon fill. (*Ibid*, page 113).

Autonomy depends on the personal equation and the confidence and the informal relations between the two authorities. As a State Department, the Mysore University can lay no more claim than any other Department for formal and greater autonomy.

Academic Freedom.—The teachers are, however, entitled to academic freedom, subject to integrity. As the statement issued by the Oberlin University in February 1952, said :

> Academic freedom, like freedom itself, must be continually re-asserted ..... To affirm the ideals of academic freedom is to affirm the fundamentals of the democratic process itself.

It went on to add :

> He (teacher) is not free to distort, to insist on acceptance of his beliefs as absolute truth, to refuse criticism of his own beliefs, or to disparage the reason and conscience of his fellow-scholars. True scholarship demands complete integrity.

Autonomy for the Mysore University.—It has not been suggested that the academic autonomy of the Mysore University had ever been abridged by the Government. The University has no higher claim than any other Department of Government for financial and administrative autonomy. It is no more free from extraneous pulls than the Government. Government is responsible to the legislature and to the electorate in a way that the University is not.

Structural Changes.—There is enough reliable testimony that the present University Act worked well in the past when the personal relations between the Government and the University were informed by greater mutual confidence and trust. The greater need is not an amendment of the Act, but a change in the spirit of the administration and freeing it from non-educational pressures, communal and other.

Vice-Chancellor.—Even according to the recommendations of the Committee, the work of the Vice-Chancellor would be reduced to an appreciable extent. It is better to have an honorary Vice-Chancellor, preferably a sitting High Court Judge, as in Bombay, with a senior civilian as the whole-time Registrar.

Syndicate.—It is doubtful if there is need for a large Syndicate of about 16 members to manage a few colleges and examinations, when the whole State is being managed by an executive Government of about six Ministers. There is no need for political and other representation in the Syndicate. Its character as an academic and executive body would be improved by vesting all executive authority in the Vice-Chancellor, with an advisory body consisting of the Director of Public Instruction and the Principals of the Colleges.

Standards.—It is doubtful if each University needs organisations for prescribing curricula and standards. If the Degrees of the Mysore University should have the same value as those of other Universities, its standards and curricula may not vary appreciably from those of the other Universities. For instance, the Physics standard and curriculum for the B.A. in the Mysore University need not differ materially from those of Madras or Bombay or London Universities, if the Degrees of the several Universities should have par value. There are already several all-India organisations, like the Indian Mathematical Society, the Indian Science Congress, the Indian Political Science Association, etc., which meet annually. One of their functions may be to co-ordinate and standardise the curricula in the several Universities.

Government vs. *University Servants.*—If the University should be made an autonomous corporation, the present University staff should be given the choice of remaining Government servants and not be compulsorily transferred to the University. It is possible that some of them may not agree to the change. It was mentioned that in Bombay, the staff of a Government College declined to become University servants.

(xi) *Examinations.*

Greatest Defect.—Perhaps the greatest single defect of the present education system is the colossal failure of candidates at public examinations, causing incalculable frustration and financial wastage to pupils, parents and the State. It is no exaggeration to say that the education system indulges in a large-scale annual massacre.

Magnitude of Failures.—The Radhakrishnan Report noted that the failures at the Intermediate examination amounted to between 37 to 60 per cent, and remarked that it was " staggering " (p. 86); it noted that the failures at the University Degree examinations ranged from 28 to 62 per cent, and remarked that it was " as bad, if not worse, than the Intermediate examinations ", while in England it was only about 10 per cent ! (p. 98). Even of those who passed the examinations, the great majority, ranging from 55 to 83 per cent, passed in the third division, which required a minimum of only about 35 per cent of the marks for a pass.

Mysore Results.—The percentage of passes in the Mysore University in March-April 1952 ranged from a minimum of 17.5 in the case of B.E. Mechanical Engineering to a maximum of 83 B.Sc. Textiles II, and the average was about 44. The percentage of passes in the S.S.L.C. was 54, of which 37 were eligible for college. In the Middle School the percentage was 58.

Internal vs. *External Examinations.*—Various reasons for this very deplorable State of affairs have been advanced, like overcrowding of classes, inadequate number of working days per year and hours per day, lack of tutorials, etc. But it must be noted that while all these factors are common-ground, the *results in the Internal Class examinations are much higher than in the External Public examinations.* It would seem, then, that the two examination systems are more responsible for the differential results than any other factor. *The Internal Examinations are generally conducted by the teachers who actually taught pupils while External Examinations are conducted by External Examiners who had no personal contact with their examinees.* In the former case there is a personal contact between the teacher and the taught

and in the latter there is only an impersonal relation between the examiner and the examinee. Internal Examinations result in the great majority of the pupils passing, while External Examinations result in a great majority failing.

Teaching and Examination.—As has been stated already, examination or testing is an internal part of the teaching process, intended to help the teacher to assist his pupils to understand the subject of instruction, and is more or less continuous concomitant of teaching. The teacher is in the best position to assess the progress of his pupils and stimulate their further progress. This is preserved in the system of Internal Examinations. In the External Examination, testing is divorced from teaching; it is not intended to stimulate progress of the pupils; it is not part of the education process.

Teaching and Recruiting.—The function of the teacher is to teach his pupils to the best of his and their abilities, and not act as the recruiting agent for an employer who is interested only in selecting the fit for his jobs and rejecting the unfit. The teacher's job is to educate the unfit to be fit. The employer will make his own arrangements to test and select his employees through such agencies as the Public Service Commission, Selection Boards of the Defence Services, etc.

The Committee's Recommendation.—In the case of Primary Education, the Committee recommended the abolition of External Examination and the retention of Internal Examinations. It said:—

> For gauging the progress of pupils in the Primary Schools there is no need for an external public examination at the end of the six year course. The progress of each pupil should be watched ..... and promotions from class to class may be decided by the teachers on the basis of scientific tests.

There is no reason why this procedure should not be extended right through to the University. Whatever be the nature of the scientific tests, they should be applied by the teacher to his pupils, and not by an External Examiner.

Memory Tests.—External examinations with the help of External Examiners tend to be terminal tests of memory of the pupils after long intervals of study. Even teachers of long standing consult their notes when they repeat their teaching year after year, and not depend on their memory. In life the occasions when one has to rely on memory alone are few and far between. It is cruel that students alone should be subjected to the tyranny of memory, with disastrous consequences to the majority of them.

Compartmentalisation.—From the educational point of view, it is desirable that subjects of study should be "atomised" as it were, and divided into units, each of which can be taught and tested in a term and be finished with. The Radhakrishnan Report recommended:

> Sections of the course which are more or less self-contained can be made the subject of periodical examinations spread over the three years' duration. ..... Examinations should as far as possible be given in compartments, subjectwise and timewise. (Page 341).

External vs. *Internal Examinations.*—In view of the differential results of Internal and External Examinations, it is difficult to defend both. If the External Examinations are more reliable tests, there should be no Internal Examinations for promotions from one class to the next higher class. If, on the other hand, Internal Examinations are good enough for class promotions, there is no need for External Examinations at certain stages. One of them is a fraud, and should be discarded. It is very unconvincing to suggest that the teachers who taught were competent to conduct Internal Examinations and promote pupils from class to class over the major part of the education ladder but at certain rungs External Examiners are necessary. If the teachers in the Primary stage are to be trusted to gauge the progress of their pupils without being superseded by External Examiners, as was recommended by the Committee, the teachers in the Secondary and College stages, who presumably are more and better educated and paid than the Primary School teachers, may also be trusted to gauge the progress of their students and determine the passes without the help of External Examiners. If the Primary School teachers can be trusted to handle the scientific tests referred to by the Committee,

there is no reason to doubt the competence of teachers in the post-primary stages to do likewise.

Distrust.—It is noteworthy that in the system of External Examinations, every possible care is taken to prevent the Examiners from knowing the identity of the examinees! It implies a sickening distrust of the integrity of the examiners, particularly of the teachers who taught their pupils. It is amazing that teachers should be trusted to conduct the annual Internal Examination with full knowledge of the identity of their pupils, but their integrity should be questioned occasionally and External Examinations instituted and the identity of the examinees kept away from them! It is even more amazing that teachers should be trusted to teach their pupils but not to examine them, as if teaching was merely incidental to examination!!

Lesser Evil.—It is best to take the maximum possible care in selecting teachers, and then trust them not only to teach, but also to examine as incidental to teaching. This may not be perfect, but it is the lesser evil as it emphasises teaching and puts examination in its proper subordinate place.

Demoralising.—It will not be denied that the system of External Examiners has had a most demoralising effect on a good many of the teachers, who spend a sizable part of their time and talents to canvass for external examinerships because they are paid for it. In internal examinations the teacher accepts examining his pupils as part of his teaching, as it should be, and expects and receives no extra payment. External examinerships, however, are considered extra work and are rewarded by extra payment.

Extraordinary.—Affiliating Universities, which have no teachers on their own pay-rolls, have to hire examiners to conduct their examinations and have to pay them. But in Mysore, most of the examiners are whole-time Government servants. Nevertheless, they are paid for their examination work as if they are being hired by an external body! The only reason for this extraordinary procedure is that External Examiners, who are not Mysore Government servants, are paid, and therefore Government servants also should be paid!

Salaries and Perquisites.—It is obvious that the system of External Examinership with payment amounts only to an indefensible vested interest in the "Temple of Learning". Educationally, financially and morally, there is no justification for the system. It is much better that teachers of all grades are frankly paid the maximum salaries, consistent with other demands on the economic resources of the people, rather than that they should be permitted to seek extra perquisites by way of examinerships, etc. Definite and higher salaries will tend to create a sense of contentment in the teachers resulting in better work for the benefit of the pupils, while perquisites like examinerships will give them uncertain income and at a certain loss of self-respect and efficiency.

Tutorials and Private Tuitions.—Teachers are whole-time employees, paid for educating their pupils not only by class lectures but also by tutorials. The system of private tuitions, however, weakens tutorials. While a small minority of pupils gain by private tuitions, the great majority suffer by being deprived of tutorials. Again, it is better to pay higher salaries to teachers and insist on tutorial work and prohibit private tuitions. It is interesting to note that the Nagpur University has recently prohibited private tuitions.

Tests for Admissions.—The Committee recommended the adoption of intelligence tests, oral examination, etc., for admission to various courses, though not exclusively. In this connection, it is worthwhile to note the following observations in the Chapter on Selection and Social Patterns contributed by the Editors in the *Year Book of Education*, 1950, London. Regarding examinations, they said :—

> The inquiries carried out by the International Institute Examinations Enquiry in the nineteen-thirties ..... made clear to all what had been suspected by many. The interview was shown to be a matter of luck and so for the most part were the marks awarded for written papers. The difficulties thus revealed in the fair and consistent application of the democratic criterion of selection by examination have by no means been removed since. (Page 28).

Regarding intelligence tests, the Editors said :

> Clearly, therefore, not only Russian Communists but all who stress the training value of education will tend to minimise the importance and value of intelligence testing. (Pages 31-32).

It seems better, therefore, to take all possible care to select the *teachers* in the first instance, by the application, among others, of the intelligence tests and other objective tests, and then give them a free hand to select their *pupils*. It is far easier to apply the selection tests to the fewer teachers than to the far more numerous pupils. There is bound to be some abuse, but it will be the lesser evil.

(xii) *Sex Education.*

Sex Education.—It is highly desirable that sane and healthy sex education, including sex hygiene and daily personal sex toilet, should be imparted in the education system as there is reason to believe that it is not available in other institutions of education, including the home. While every other form of education is openly cultivated, sex education has been shrouded in an atmosphere of sin, shame, secrecy and superstition. Though marriage has been considered a sacrament by most people and blessed by religion and is celebrated with pomp and ceremony, publicity and expense, sex, the central fact of marriage, is hardly mentioned seriously and frankly. Reticence and taboo do not necessarily mean complete ignorance and innocence of sex information and behaviour. It is acquired secretly and furtively and is more often inaccurate, unrealiable, misleading and even mischievous. It is highly desirable that this situation should be changed, and scientific knowledge regarding sex should be disseminated as freely, frankly and extensively as any other scientific knowledge concerning human welfare, without the suggestion of indecency, sin or shame.

In the present state of sentiment, it may not be possible for teachers to impart sex education to their pupils in the class room without undue embarrassment. It is necessary, therefore, for some time to depend on the written word rather than the spoken word. Authoritative and trustworthy books, pamphlets and magazines can be read by students and others privately with less embarrassment and much profit. School libraries should be well stocked with such literature, and pupils encouraged to read them.

(xiii) *Other Matters.*

It is not proposed in this Dissenting Minute to make an exhaustive review of the Majority Report, but refer only to a few more matters.

Private Institutions.—Schools should be student-centred, and education efficient, irrespective of the character of the administrative set-up, Government or private, secular or missionary. Private institutions should not be encouraged on the ground that they would be cheaper, because of smaller salaries, inferior buildings and equipment, etc. Cheap education can be "cheap", except in some missionary institutions. Differential efficiency will mean the denial of equality of opportunity to the pupils. Further, since candidates of all institutions receive the same certificates and Degree from the same examining bodies at present, the qualifying education must also be on a par as far as possible. If salaries and equipment influence the quality of education, it is obvious that cheaper institutions give inferior education than the more expensive ones, and the alumni of both are not equal in quality. If it is not possible to equalise the quality, it is better to let each teaching institution give its own certificates and degrees, and candidly accept differential valuation thereof by the discerning public and employers. The inferior institutions will tend to disappear or raise their efficiency.

Private institutions should not be encouraged on the ground that they would be cheaper to the State because of the smaller grant-in-aid. The State may save but the community suffers. Salaries in private institutions should not be less than in State institutions.

Maximum freedom should be given to private institutions to make worthwhile experiments. Rigid regimentation even in State institutions in the education sphere is undesirable.

School Buildings by Voluntary Contributions.—The Committee recommended that Primary School Buildings should be contributed voluntarily by the local people as community projects, and Government might supply the materials not locally available. This procedure may be in order in the case of voluntary schools. Compulsory education involves the provision of buildings also by the State even if voluntary effort be not available.

Board of Appointments for the University.—There is no need to create a separate Board. The services of the

Public Service Commission may be utilised even if the University be made an "autonomous corporation". It makes no difference to the pupils whether the appointments are made by the Public Service Commission or a University Board of Appointments, as long as both are governed by the same overall policy of the Government of the day.

Women's Education.—The Committee recommended the philosophy of differentiated education for women. Though the present is the starting point, we are planning for the future and not for the past. It is better not to designate any courses as specially for women, for there is hardly a course which men are incompetent to take. Domestic Science and Fine Arts, or for that matter any branch of education, have no correlation with the female sex.

Co-education is better right through. Segregation of the sexes even in the Secondary stage will only make boys and girls more sex-conscious rather than conscious of being fellow-students. At any rate, there should be no compulsory segregation at any stage. Separate schools for girls may be voluntary.

P. KODANDA RAO.

APPENDICES

APPENDIX I.

MESSAGE FROM HIS HIGHNESS SRI JAYA CHAMARAJA WADIYAR, RAJPRAMUKH OF MYSORE

ON THE OCCASION OF THE INAUGURATION OF THE WORK OF THE COMMITTEE FOR EDUCATIONAL REFORMS IN MYSORE

On Friday, the 26th September 1952, at 9-30 a.m. in the Crqwford Hall, Mysore.

The most outstanding of our national problems today is Education. Many of our ills are traceable to the prevailing system of education that has worked against national interests. An orientation of the purport, methods and organisation of education is the most urgent want of renascent India.

I welcome the step taken by my Government to bring about the much needed reform in our educational methods. A marked deterioration in educational standards, the overcrowding in schools and colleges and many other problems are causing serious concern. Again, the provision of wider opportunities of technical education in schools and colleges is another matter for earnest consideration. Mysore now looks up to this Committee for guidance in solving these issues. It has given me immense satisfaction that eminent educationists and men of wisdom and experience have agreed to serve on the Committee. I keenly appreciate their spirit of public service and co-operation. I have every confidence that their learned deliberations will help to evolve a pattern of education which, while reflecting the lofty national aspirations, will also take into account the local conditions, past traditions and the other special features obtaining in Mysore.

Let me convey my sincere felicitations on the inauguration of the Committee on the auspicious day of "Sarasvati-Puja." I wish the Committee godspeed and success.

APPENDIX II.

WELCOME SPEECH BY SRI A. G. RAMACHANDRA RAO, MINISTER FOR LAW AND EDUCATION AND VICE-CHAIRMAN, COMMITTEE FOR EDUCATIONAL REFORM IN MYSORE, ON THE OCCASION OF THE INAUGURATION OF THE COMMITTEE AT MYSORE.

26th September 1952.

SRI K. HANUMANTHAIYA, MEMBERS OF THE EDUCATIONAL REFORMS COMMITTEE, LADIES AND GENTLEMEN,

I deem it a great privilege to welcome you for this inaugural function of the Educational Reformis Committee. All of you are aware that for decades there has been a president demand for organising our educational system to suit the needs of the country. This demand was almost a cry in the wilderness so far, because we had not the freedom to mould our ideas into shape. But since 1947 when we attained freedom, the demand has become insistent from all sections of the people. Already during these two years a mass of literature on the subject has been added to the large stock that was already there. But the country is not satisfied with the production o fliterature, and is demanding urgent action in this sphere. It is to answer this demand that the Government of Mysore has constituted this Committee.

May I say that the valitv and expression of the national life has largely depended on its educational system ? The far flung Commonwealth of Britain, the business standards and prosperity of United States of America, the scientific advancement of Germany and the patriotic fervour of Janpan are too well-known to need repetition. These expressions of national life have been the natural growth of their educational systems. Even in our country the attainment of freedom by the methods—Truth and Non-violence—unique in itself, without a precedent elsewhere, is due entirely to the climate of our culture nurtured by the great seers of our land for centuries. And all students of history are aware, that Bharat led the ancient world both in culture and civilisation. There is a heavy responsibility on the Reforms Committee in the discharge of their functions to constantly keep the twin aspects of culture and progress in their mind and to

devise a scheme of education whereby India, *i.e.*, Bharat, would again resume her natural leadership in the comity of Nations.

I am sure the galaxy of great Educationists and public men who adorn this Committee will do justice to the work before them. All that we need at present is a clear-cut programme of action consistent with our present and prospective resources for the next 5 to 10 years so that the people might know clearly what would be done and enable them to give their full co-operation to the Government in implementing the scheme with all earnestness.

May I add that this venture of our State is being keenly watched in and outside Mysore. I met recently the Education Minister, Government of India, Maulana Abul Kalam Azad and he evinced deep interest in our endeavours. Dr. S. Radhakrishnan who enjoys a great reputation in the Cultural World has assured us of his co-operation. Our Prime Minister, Sri Jawaharlal Nehru, has conveyed his best wishes for this venture. And now you have heard the gracious message of His Highness the Rajpramukh of Mysore. Starting under such happy auspices, I am sure the Committee will produce a Scheme worthy of adoption in Mysore, and emulation outside.

I now request Sri K. Hanumanthaiya to inaugurate the work of the Committee.

APPENDIX III.

Speech delivered by Sri K. Hanumanthaiya, Chief Minister of Mysore, on the occasion of the Inauguration of the work of the Committee on Educational Reform in Mysore on Friday, the 26th September 1952 at 9-30 a.m. in the Crawford Hall, Mysore.

LADIES AND GENTLEMEN,

We have gathered here today to do a great service to the country. It is the reform of the educational system in the country, which is overdue. It has been discussed much and for long. A great deal of thought has been bestowed on it. It is agreed on all hands that the present system of education is in many respects defective. It is more mechanical than purposeful. It makes students learn much, but do little. The training it gives makes them mostly aspire for Government service. It is said that they are fit for nothing else either.

The educational system has to be purposeful and planned. It must enable our young men and women, after education, to do work which helps them as well as their country in various fields of activity. It is our aim to free this country from poverty, disease and ignorance. It is our ideal to make this country prosperous and great. We have to educate our youth so as to reach the aim and realise the ideal.

Fortunately for us every one recognises—including the expert—the urgent need of reforming the educational system. It is the natural result of the growing national consciousness in the decades preceding Independence. The struggle for freedom worked great changes in our outlook, in our aspirations and our requirements. Our ideas and purpose of educational system changed as well. We were not, however, free to translate our ideas into action. Now that we are masters of our own destiny, it is natural that the new power and responsibility that the Constitution has bestowed on the people impels us to act and turn our words into deeds. In the past 5 years, we have been furiously thinking about the changes to be made in the educational system. The period since Independence has been one of flux in the educational field as in other fields. History shows how revolutions whether violent or non-violent are followed by unrest in the educational field as well. The educational structure here in the past 5 years has faced this fact of history. Numerous adjustments had to be

made in our way of life and ideas came crowding in. Much educational planning has been done. It has, however, been like planning for a house for which the specifications have been changing. But a clearer picture of the educational layout after our hearts is now emerging. The need to guide properly the youth along fresh lines of effort constructive and contributory to the nation's prosperity and well being has become urgent and the demand for action has become insistent.

There has been much contribution of thought on this subject in the last few years. Radhakrishnan's Report, the Reddy Report, the Reports of the Central Advisory Board of Education, the Report of the Mysore University Committee, the Report of our own Policy Committee on Education set up under the auspices of the Economic Conference are available. What the leaders of thought have said on the Platform and in the Press, and the discussions and debates on education on the floor of the Legislatures are also there to help us. There is the inspiring lead given by our Prime Minister Shri Jawaharlal Nehru whose message it is that not only the head but also the hand must be trained and put to productive work.

All this material is at your disposal. Your wisdom and practical experience in the field will, I am sure, be able to sift and sort this material and give the Government of Mysore a scheme of educational reform from the Primary to the University stage. The Government are anxious that this scheme should come into froce from the next academic year.

You are aware, the Government of India have very recently appointed a Commission to go into the problems of secondary education. Some of you must have received copies of the comprehensive questionnaire it has issued. The recommendations of the Commission will receive the fullest consideration at our hands at the appropriate time. I hope the Commission will conclude its work in time for us to take advantage of its recommendations. But in the meanwhile, we are anxious that this Committee should examine the present system of education in Mysore not only with reference to secondary education, but also with reference to all grades and all categories of education. I have every confidence that you will prepare an integrated plan of educational development which will benefit Mysore tSate in particular and the rest of India in general.

I do not propose to discuss in thish speech every problem of education in detail nor is it fair for me to do so. You have the freedom to deliberate and make your proposals free and unfettered. But it may be that you may like to know the lines on which the Government of Mysore would like to proceed. I will, therefore, make a few observations and leave them for your examination.

Compulsory Education.

Our primary concern is mass education. The mass is the master of the country today. We have a Constitution based on

adult franchise. To make this broadbased democracy a success, people have to be well educated and well trained. It is, therefore, that one of the directive principles of the State policy, *viz.*, Article 45 of the Constitution envisages that the State shall endeavour to provide within a period of ten years from the commencement of our Constitution free and compulsory education for all children until they complete the age of 14 years.

Mysore has already done something in this direction. Education has been free till the completion of the Middle School stage for the last 33 years. My predecessors in office introduced a scheme of Compulsion covering the 4-year Primary Course in nine taluks of the State representing about a ninth of its total area. The ultimate goal was to spread the scheme to the remaining areas and its subsequent extension to the Middle School stage. But there has been a halt after the first step. Government are now anxious to continue these earnest efforts and come up to the expectation of the constitutional provision in regard to compulsory and free education.

What I would like to stress, in this connection, is that it is not merely the extent of education, but what is more important, the content of education that ought to weigh in our deliberations.

Manual Work.

Manual work ought to be made compulsory and part of the curriculum in all stages of education. Whatever may be the heights to which the human mind has sored, you will see that it is mauual work alone that sustains th human body making it possible for the mind therein to do wonders. The present system of education has ignored the hand and consequently made the educated youth almost a helpless individual, if, of course, he does not get some work in an office somewhere. If generations of young men are trained in this fashion, poverty, along with tall talk and frustration, will bring rank ruin to this country. An educated man must be made to descend from his imaginative world to Mother Earth and work with hands in the fields and in the factories. My conception of an educated man is a better and scientific worker on the land and in the industry—cottage or basic. This training in agriculture and industry has to be imparted to students in appropriate stages of education. They may be even diverted to Technical and Vocational Institutions, making the learning of a trade or avocation the primary objective, the general education becoming subsidiary.

In order to facilitate the students to do manual work, I would think of assigning specific work to each school appropriate to the place and the needs of its situation. In the very nature of things, it may be wrong to prescribe uniformity of work to all schools in the State. Variety which we find in society must be reflected in this field as well. Agriculture, horticulture, work in industries, building, road-making, tree-planting, digging wells and the like

may be the items of work varying according to the exigencies of time and place. This manual work will have to be included in the regular curriculum.

Apart from this work which comes in the course of studies, every degree, diploma or certificate should be conferred after the student successfully puts in a fixed period of service to the country. This may be called Compulsory National Service. The period of Service may be, say, a year. A Board may have to be constituted to organise and manage this portion of the work of the Education Department and the University. You may examine the possibilities and the practicability of the suggestion.

I wish to sound a note of warning that the work under these two categories have to be real and solid work and not token efforts to satisfy the requirements of rules and routine.

Rationalisation of Hours of Work at School and School Vacations.

The present system of school hours and school vacations appears to me to be far too artificial. As the chief aim of educational reorganisation will be to bring education more in tune with the life of the people and their environment, re-arrangement of hours of work and vacations is a necessary reform.

One of the reasons for the dropping off of pupils at the Primary stage is that our country being poor, the parents, especially in the rural areas, need the help of their children for work in the fields or other avocations of livelihood. With the best of intentions, compulsion will be a failure if it ignores the needs of the poor parents. The hours of work in the school must be adjusted so as to permit boys and girls to work at home or outside after attending school. The requirements of the family and the school must be harmoniously adjusted.

There will also have to be radical re-adjustment of the annual vacations. In the sowing and harvesting seasons, students should be enabled to do their bit in the fields and thus maintain their contacts with agriculture. The broken contact with the soil must be re-established. It will give a good deal of self-reliance to the student, some income to the family, and bring much benefit to the country.

We are now holding classes from 11 A.M. to 4-30 P.M. I feel this is not suited to our climate and would, therefore, prefer holding of classes in the mornings, leaving afternoons free for manual work. This is particularly needed in rural areas.

Our holidays need to be revised, restricted and rationalised. My feeling is that there are too many holidays. A general holiday should never be declared unless it is really "general". Sectarian and partial holidays, I am afraid, do not fit into the framework of a secular State. We have to examine the number of holidays that really deserve to be recognised as general holidays.

Women's Education.

The present system of education imparts the same kind of education both to boys and girls. It is our basic idea that education should make a person fit to discharge the duties and responsibilities that devolve on him or her in life after education. Everything said and done, women—most of them, at any rate, have to be good housewives. I do not consider women inferior, nor do I desire to deny them opportunities of service in any field open to men. Such of those girls as show signs of ability and aptitude in any particular field would have to be given every encouragement to take up that work. But such cases are few and it would be wrong to make what is suited to a few, applicable to all. To make women graduates, according to the existing curricula of studies, without an opening or an opportunity thereafter for them to put the knowledge acquired to any use whatever, would be a tremendous waste. We see now any number of girls becoming highly educated and feeling frustrated.

An educated girl, some boys feel, is not educated for being a wife at all and therefore, I am told, refrain from proposing to them ! The girls must have a system of education generally suited to the role that nature and society intend them to play. Domestic Science, Fine Arts, general knowledge about Health, Medicine, Maternity and Child-Welfare must be imparted to them. I, therefore, suggest that you may very well devise a separate system of education for the girls. In this system of education please do not forget to provide for teaching the art and science of cooking and serving which, I venture to say, is the basis of a happy domestic life.

I may also state that it is widely held that Co-education is not suited to the conditions in this country. Separate schools and colleges for boys and girls may continue to exist. I am, however, not in favour of rigidity. Girls may sometimes be admitted to boys' classes as is now being done in some institutions. This is a privilege conceded to girls ; the corresponding privilege to boys of being admitted to girls' classes should not of course either be claimed or conceded.

Moral Education.

India is no doubt a Secular State and I am also happy that we are in a Secular State. But I feel unhappy when this word "Secular State" is sometimes interpreted as a "Godless State" and an "Irreligious State". All that is meant by a "Secular State" is that a Religious Hierarchy should not govern the State. Religion should certainly not influence governance of the State. But we cannot ignore the fact that religion does play an important role in society even if it does not control governmental activity. Everything said and done against religion, it is still the highest moral force in society. To ignore this fact is to ignore the basis

of Society and Human Nature. Morality and Right Conduct are the essence of every Religion. Forms of Religion eternally vary, and carry on disputes. But the core of Religions, namely, Morality and Right Conduct have a harmonizing and elevating effect. I consider Moral Education to be an integral part of any good system of Education. An educational system without moral teaching and training may defeat the very purpose of Education.

I do not mean that we have to preach any Religion in schools. I am positively against it. But I am equally positive that Moral Education should find its due place in the Educational System that we are now called upon to devise.

Fine Arts.

Fine Arts must have their proper place in the new system of Education. Acting on the Stage or the Screen, Music, Dancing—I mean the Indian varieties of Dancing—Sculpture and the like should be taught in schools and colleges. They must form part of the curricula. Fine Arts make life happy and pleasant. I wish that in this country of ours, there is as much happiness and pleasure as we could possibly have.

Physical Training.

I need hardly argue that Physical Training is necessary for youth. The training that we are now giving which is only a couple of hours of drill a week, is neither sustained nor effective. We have to examine how far the present system of Physical Education is sastisfactory and suggest ways to improve it. Sports should also certainly find its legitimate place in the system.

Military Training.

We are now an Independent Nation. Military security is the only guarantee of Independence. Our young men and women should be trained for the defence of the country. Military training is now so scientific and varied that both girls and boys have opportunities of service. Our student population have to be given appropriate military training during the course of their study. This is a democracy. Power is not vested in a few, coming under the name of class or caste. So the privilege of serving the country in the battle field or aiding those in the field need not be the monopoly of any class or caste or religion. It should be the general responsibility of everyone. The myth of material classes must disappear.

It may be possible for you to devise methods of integrating physical and military training. Our aim is to build a strong, healthy, and disciplined notion, and this can come about only with the aid of an integrated system of physical and military training.

Could we not also teach the boys and girls the Indian forms of dancing as part of physical training ? That would enliven the time spent in the schools and be more purposeful than mere drab drill.

Teachers' Training.

I need hardly say that the teachers are the pivot of any educational system. It is, therefore, necessary to pay a great deal of attention to the training of teachers in order to make the new system of education a success. We must have in mind, not only the quality of the teacher but also the very big number of teachers that are needed particularly in the lower stages. It may be financially very difficult to implment the scheme if money alone is allowed to dominate as the motive power for service. It is the pride of shaping generations to come that ought to inspire all our talents and energies to attain the highest pitch to enthusiasm.

Besides the regularly employed teachers, you may consider harnessing the services, for this purpose, of retired government servants. They are great in number and rich in experience. It would be a waste of human energy not to make use of them for national service such as this.

Language Policy.

The place of languages in schools and colleges has been a controversial issue, sentiment—pulling in one way, and '*status quo*'—reluctant to move. Reason has largely been at a discount in this play of forces. I may straightaway say that we cannot do away with the English Language. It is truly a World Language, both in content and extent. No progress nowadays is possible without the assistance of this language so far as we are concerned.

Hindi has been recognised as the official language of this country. It should, therefore, be taught in our schools. A knowledge of Hindi will help in the better understanding and forging of common bonds of kinship amongst all the people of this vast country.

Kannada, being the language of the State, has to receive the attention it deserves. It is now impracticable and even impossible to consider Hindi as the sole medium of instruction in the State. The question remains whether English should continue to be the medium of instruction or should be wholly substituted by Kannada. Taking extreme positions on this question, is irrational and harmful. Certain subjects, in my opinion, may be profitably taught in Kannada and certain other subjects may have to be inevitably taught in English. What should matter is the knowledge that has to be imparted and not the way in which it is to be taught. If I may say so, it is the substance and not the form that should weigh more with anyone. If you take this beneficial and rational

attitude, you will be avoiding the pitfalls of partisan outlook. Mysore's Language Policy has been more rational than partisan. Kannada has become a very widely used medium of instruction up to the end of the High School stage and lately, Hindi has been made a compulsory language in the High Schools. The University has been using English. It is now for you to examine afresh the place to be given to each of these three languages in the Educational System.

Classic Language.—I might in passing say that the Classic Language of Samskrita may be taught separately in schools and colleges meant for it, as also as one of the Optional Subjects in other Institutions in the regular classes.

This country of ours has suffered for centuries as a result of internal fueds of centrifugal forces in the name of religion, caste and community. The new system of education must be proof against all such separatist tendencies which have been the ruin and sorrow of this country in the past.

University.

Many of you are perhaps aware of the recommendations made by the Indian University Commission and by the late Dr. C. R. Reddy in his Report on Education. The points of similarity are no less striking than those of the differences. The reports are independent of each other, Dr. Reddy's Report having been published a couple of months earlier.

In connection with the University, there is a word used often and with great sincerity. That word is autonomy. Universities claim of autonomy. They want to be free of Government control. Whatever might have been the justification for this theory of autonomy in the past ages, in these days of all-round planning autonomy can be more a hindrance than an aid to orderly progress. The theory of University Autonomy emanated from England and the mediæval age. The time and place tend to change ideas. Planned economy which is the watchword of the present age cannot allow policies like laissez-faire, autonomy, and non-interference, to hold their own. It is however, not our intention to make the University a department of Government. But at the same time, its policies and overall-control should vest in Government. The sovereignty now in effect vests in the Legislatiure, and their power of interpellation and voting on grants is so effective and far reaching that it would be very difficult for any Ministry to take shelter behind the theory of autonomy as they have to be answerable if things go wrong in the University. It is therefore, wise on our part to devise a happy *via media* between the extreme position of autonomy and day-to-day Governmental interference. University must form part of the economic and educational planning that the Government undertakes.

Conclusion.

Educational reform cannot be effected in piece-meal or in sections or in part. It is now an All-India problem. We cannot do something here which does not fit into the All-India picture. Even though there may be a little diversity, it must reflect the essential unity that we are trying to shape in all fields of activity in India. I therefore requested some of the eminent educationists in India to serve on this Committee. I am grateful to them for having agreed to do so and for being here to-day ready to do their best and help us in formulating an acceptable scheme of education.

Dr. S. Radhakrishnan, who is now the Vice-President of the Republic, is not only a great public figure but a great educationalist as well. I have requested him to help us and he has promised that he would come to Mysore State in December 1952, and give us his valuable advice and guidance. I am sure, by that time, we will have reached the concluding stage of our work. It will greatly profit us to take his co-operation and advice at the final stage. I must express my deep debt of gratitude to him for having kindly agreed to spare about a week for this purpose.

Before we moved in the matter we apprised the Prime Minister of our intention to undertake the reform of the educational system. He has wished us good luck and success in our venture.

We are beginning our work on an auspicious day. To-day is "Sarasvathi Puja" day. Let us begin our deliberation with a prayer to the Goddess of Learning. I seek your indulgence to pray the Mother of Learning in our mother-tongue.

ಈಗ ನಾವು ಕೈಗೊಂಡಿರುವುದು ವಿದ್ಯಾಭ್ಯಾಸದ ಮಹಾಯೋಜನೆ ವಿದ್ಯೆಗೆ ಅಧಿದೇವತೆ ಸರಸ್ವತಿ. ನಾವು ಈ ಕಾರ್ಯವನ್ನು ಆರಂಭಿಸುತ್ತಿರುವುದೂ ಸರಸ್ವತಿಯ ಆವಾಹನೆಯ ಶುಭದಿನದಲ್ಲಿ. ಈ ದಿನ ಕನ್ನಡ ಸಾಹಿತ್ಯಕ್ಕೇ ಏಕೆ, ವಿಶ್ವಸಾಹಿತ್ಯಕ್ಕೇ ಭೂಷಣಪ್ರಾಯವಾದ ಕನ್ನಡ ಕವಿಚೂತವನಚೈತ್ರ ಲಕ್ಷ್ಮೀಶ ಕವಿಯ ಕನ್ನಡ ಜೈಮಿನಿ ಭಾರತದಲ್ಲಿನ ಮಂಗಳಸ್ತೋತ್ರಗಳಲ್ಲೊಂದಾದ ಸರಸ್ವತಿಯ ಸ್ತೋತ್ರವನ್ನು (ಸ್ವಲ್ಪ ಬದಲಾಯಿಸಿ) ನಾವು ಈ ರೀತಿ ವಾಗ್ದೇವಿಯನ್ನು ಪ್ರಾರ್ಥಿಸೋಣ.—

ಭೂಪ್ಯೋಮ ಪಾತಾಳ ಲೋಕಂಗಳಲ್ಲಿ ಸಂ
ಭಾವ್ಯರೆಂದೆನಿಸಿಕೊಂಬಖಿಳ ದೇವರ್ಕಳಿಂ
ಸೇವ್ಯನಾದಜನ ಪಟ್ಟದರಾಣಿ ವರದೆಕರ್ಯಾಣಿ ಪಣಿವೇಣಿ ವಾಣಿ
ಕಾರ್ಯಮಿದು ಭುವನದೊಳ್ ಸಕಲಜನರಿಂದೆ ಸು
ಶ್ಲಾಘ್ಯವಪ್ಪಂತೆಮ್ಮ ವದನಾಬ್ದದಲ್ಲಿ ನೀ
ನೇ ವ್ಯಾಪಿಸಿರ್ದಮಲ ಸುಮತಿಯಿಂ ತಾಯವಗೆ ತಾಯೆ ನಗೆಗೂಡಿ ನೋಡಿ

APPENDIX IV.

Speech made by Sri K. Hanumanthaiya, Chief Minister and Chairman, Educational Reforms Committee, at the Plenary Session held on the 2nd January 1953, at the Town Hall, Bangalore, at 9 a.m.

REVERED DR. RADHAKRISHNAN,

Three months ago, when I inaugurated the work of this Educational Reforms Committee as its Chairman, I said how, on my request, you had agreed to come to Mysore State in December 1952, to give us your valuable advice and guidance. I also said that I was sure by that time we would have reached the concluding stage of our work and be ready to receive the benefit of your advice.

As per the time fixed, you have kindly come, and I may also say on behalf of the Committee, Sir, that we have also reached the concluding stage of our work as envisaged. The Chairman, the Vice-Chairman and the Secretary have had discussions with you. The various Sub-Committees and the Main Committee have also had deliberations with you. You have given us the benefit of your mature experience in the Educational field. You have inspired us with your words of wisdom, acquired by your Samskara and study. You have made us more enthusiastic of our work by words of encouragement from the pedestal of Vice-Presidency of India. You have widened our vision by enriching us with your world-wide knowledge of men and matters as President of the world famous UNESCO. How deeply we are grateful to you, Sir, I cannot find words to express, being a mere Chief Minister latterly accustomed to write rigid orders on red-taped files.

In our ancient epics and scriptures, we come across with the performances of YAGAS and YEGNAS by the Kings for the good of their people. Dasaratha performed PUTRAKAMESHTI YAGA and got RAMA and his three brothers. Yudhishtira, the eldest of the PANDAVAS, performed RAJASUYA and ASWAMEDHA YAGAS. Dasaratha and Yudhishtira performed the YAGAS under guidance of sages—Vasishta, Vyasa and Dhoumya. It is these sages that made the YAGAS not only possible but also successful. These sacrifices performed for the good of the people change shapes and names, but the underlying idea, *viz.*, the

common good remains. Mysore Government has undertaken this "EDUCATIONAL YAGA" for the good of the State with you as the ACHARYA. Your 'Mantra Shakti', which may be interpreted as the combined power of pure thought and pregnant words, has to make the work we have undertaken, bear fruit and, I have no doubt, it will.

The Committee consists of 40 members. It includes four former Vice-Chancellors and a present one. It includes a dozen eminent educationists who are actually working in the field. It includes illustrious patriots whose sacrifices have helped the establishment of SWARAJ in this land. It has members of the Legislature conspicuous for their ability and experience. It consists of eminent Engineers and Doctors. It has persons of great educational and administrative experience. Last but not the least, Sir, it includes the greatest Kannada Poet alive. These are the *Rutvijas* of this EDUCATIONAL YAGA.

The Committee was constituted with a big membership of 40, from the point of view of the work involved. We envisaged the various Sub-Committees that needed to be formed and the number of members required for the purpose. This number has fitted itself to the formation of 9 Sub-Committees, *viz.*,

(1) Steering Committee;
(2) Sub-Committee for Primary Education;
(3) Sub-Committee for Secondary Education;
(4) Sub-Committee for Technical and Vocational Education;
(5) Sub-Committee for University Education;
(6) Sub-Committee for Health, Physical Education and Extra-Curricular Activities;
(7) Sub-Committee for Teacher-Training;
(8) Sub-Committee for Finance and Administration;
(9) Sub-Committee for Education and Employment.

These sub-committees have co-opted some additional members also.

Our watch words were economy and speed. All of us are familiar that many Committees and Commissions headed by distinguished men produce reports which await consideration indefinitely at the hands of Governments. The determination of the Mysore Government to effectively and speedily implement the proposals was mainly responsible to put the Chief Minister and the Education Minister into the arena of preparatory work. It has enabled them to become familiar with all aspects of the problems, so that they may carry conviction to Government. It facilitates implementation of the recommendations of the Committee without much gap between the functions and stages of reporting and implementing.

The various sub-committees have held in all 46 meetings. The Steering Committee has met 6 times and the Main Committee has held 7 meetings. In all, they have done more than 500 hours of work. Now that we have taken your suggestions and advice on all the concerned problems, a draft report will soon be ready. The Main Committee will again meet to give finishing touches and sign the Report. The Political parties and persons and institutions interested are free to examine it. Finally, it will be placed before the Legislature for consideration. Immediately thereafter, Government will take necessary steps and pass orders to start the working of the Reformed System of Education.

The big problem that baffles every one is the problem of Finance. I am a very unorthodox Finance Minister. The problem of "Finance" does not frighten me. I hold to the opinion that the wealth of a country does not merely consist of the Coins and the Currency Notes that are in circulation. The wealth of a country is really its man-power and its natural resources. It is the harnessing of these two God-given factors that produces wealth. Money is merely a means—a very imperfect means at that—for harnessing these factors. Mysore State has men and women imbued with patriotic fervour and with the required enthusiasm for willingly working for the progress of the State. GOD has bestowed us with great natural resources. Coins and curreny notes are no doubt needed. More than money, I want the voluntary and free service of the many for this great cause. We need not wait for costly buildings for housing our educational institutions. The *Rishis* of old taught under trees and in forests. That education was not inferior to the education that we now get in white-washed buildings. These may come later when we have produced more wealth. Let our students learn under trees and in huts and sheds put up for the purposes by free and philanthropic labour. Temples and Mandirs, Mosques and Churches, Chavadies and Pials can help us with some of their surplus spaces. Buildings are the means—Education is the end.

To the extent possible and necessary, Mysore Government may have to levy additional Education Cess. Giving money for educational advancement, amounts to "VIDYA DANA" and is a meritorious act. I am confident that the people of Mysore are ever prepared to perform this meritorious act. It is my request that the Central Government may help us to the extent possible. We deserve it and they can afford it.

Another big problem is that of providing the required number of teachers. They have to be trained by hundreds. There are in the State retired Government officials and educated persons otherwise free, whose voluntary services may be harnessed for teaching. Their mature wisdom and experience will immensely profit the students. They will also, I learn, gladly participate in this plan of "VIDYA DANA".

I have prepared summaries of the recommendations made by the various sub-committees along with the advice tendered by

you. I do not want to read that part of my speech. We are all eagerly waiting to hear your speech on those problems. My speech may be taken as read. Suffice it to say that the ideals and principles I enunciated in my first speech three months ago have all been endowed with shapes and forms. I will close my speech with a bit of thanksgiving, leaving the rest of it to the Vice-Chairman of the Committee. I greatly thank you, Sir, on behalf of the Government and the people of Mysore State.

I cannot refrain from expressing my deep debt of gratitude to my friend and colleague, Sri A. G. Ramachandra Rao, the Education Minister. He is a person imbued with high ideals, spiritual outlook and faith and humility in service. He is eminently suited to pilot this new reformed system of education. May God give him all the necessary strength and blessings in the great task he has undertaken, is my fervent prayer.

APPENDIX V.

Speech delivered by Dr. S. Radhakrishnan, addressing the Committee for Educational Reform in Mysore, at the Sir K. P. Puttana Chetty Town Hall, at 9 a.m. on Friday the 2nd January 1953.

MR. CHAIRMAN, MR. VICE-CHAIRMAN AND MEMBERS OF THE COMMITTEE FOR EDUCATIONAL REFORM IN MYSORE, AND FRIENDS,

These few days I spent in Mysore meeting your leaders and representatives of your thought, education and culture. I have had talks with your Chief Minister, and the Minister for Education. I looked into the recommendations of the different Committees. I must say at the outset that the different Committees did a solid piece of work in the shortest time possible. Within three months they produced a report which makes far-reaching recommendations with regard to educational reconstruction. Your Chief Minister has earnestness and enthusiasm; if he is able to transmit these qualities to his Government and the people of Mysore, we need not be apprehensive of the future of education in this State.

It is not my purpose to-day to review the different recommendations and make observations on each of them. I should like to make only a few general observations on the purpose of education and how it could be realised in the different stages of our educational ladder.

Every educational system is inspired by some definite ideal. Greece, Rome and ancient India had their own ideas. Greece insisted on the development of civic virtues, Rome paid special attention to the rule of law and the quality of obedience. We regarded awakening to truth or enlightenment as the goal of all education. We are born in a world of nature and necessity; we must wake up to a world of freedom and spirit. In modern nations also certain ideals are adopted. The Fascists or the Nazis or the Bolshevists or the Democrats tried to transform their societies into particular patterns; they prescribed certain goals; took hold of the educational agencies and tried to use them for producing individuals of a particular pattern. If to-day we are to transform our society, we must also have a definite goal before us. If we are afraid, uncertain and confused, these things will be exploited to our disadvantage. If good people go their own way and leave the

world to bad people, then the world is bound to come to chaos. We should, therefore, have a steady goal and vision to which we should lift up our society.

Fortunately for us our Constitution gives us a social philosophy. It tells us that it is our desire to bring about a society where there will be political and economic justice; where there will be individual freedom; where there will be equality of opportunity for all; where we strive out of the different races, creeds, communities, to build up one nation, one society. These are the ideas we have set before ourselves. These ideals are in consonance with the highest civilised values of the world. When the *Upanishads* say, *tat tvam asi,* that art thou, when Buddhism affirms that each individual can rise to the stature of an arhat (Hinayana) or a bodhisattva (Mahayana), when the Jews state that "the spirit of man is the candle of the Lord", when Jesus tells us that "The Kingdom of God is within you", when St. Paul says, "Know ye not that ye are the temple of God and the spirit of God dwelleth in you", when Mohammad says that God is nearer to us than the artery of our neck"; all these in different ways are emphasising the unique, unrepeatable character of the human individual and the need to develop the divine possibilities which are to be found even among ordinary people, even among those whom we consider to be the lowliest and the lost. This philosophy which underlies our Constitution is a philosophy which goes against totalitarianism of either the right or of the left. It believes in the sanctity of the individual.

In spite of all these affirmations of faith in the dignity of the individual, we still acquiesce in institutions which compromise with this dignity. We have enshrined social injustices, bigotries of faith, race prejudices, etc., in our social order. Democracy is on its trial. It has to save itself. I have to show to a critical world that its principles, its policies and programmes are not inconsistent with the needed transformation of human society. Democracy need not mean timidity of outlook and mediocrity of achievement. It is our duty therefore to endow the youth who join our educational institutions with the true spirit of democracy. We must prepare them not for the world that is dying but for the world that is struggling to be born. In all our educational institutions we must aim at making democracy a live force, a functioning reality. That, I hope, will be kept in view at every stage of our development—primary, secondary and university.

The next point to which I should like to refer is the need for the freedom of the human mind. If we note all the magnificent achievements of the human spirit from the beginning of our history till to-day, we will discover that all these things are the personal achievements of great individuals. They are not syndicated transactions. It is the free spirit of mind living in solitude, meditating alone, that hits upon the great discoveries of science, and the master-pieces of literature. If the mind is killed, it becomes an automaton. If we make it a slave to this or that

principle, to this or that idelogy, we kill the very spirit of man. We may have our body alive but our spirit will be dead. If such a thing happens, our whole progress will be imperilled. The *Bhagavat Gita* is a dialogue between the pupil Arjuna and the teacher Krishna. Look at the attitude of the teacher. He does not believe in indoctrination or dictation or suppression of thought; he asks the pupil to do as he chooses :—*Yatha ichhasi tatha kuru.* There is no particular view which the teacher puts before the pupil. We must believe in a spirit that sees the truth with its own eyes; feels it with its own heart and recognises what is right and what is wrong according to its own conscience. There can be no salvation by proxy. There can be no development of the individual by the acceptance of doctrines submitted to him by others. If there is a divine principle in this world, as we believe there is, that divine principle desires comrades to love him. It is Satan who demands slaves to obey. We must not become slaves to the seductions of the mind which are so frequently put before us in the modern age. I hope that the freedom of the human spirit will be preserved in educational institutions and the pupils will have the opportunity to think what they please, to read what they like and come to conclusions only under the guidance of the teacher. Krishna was a guide but not a dictator. A teacher is to be a guide and in no sense of the term a despot, moulding the mind of the man according to his own particular desires.

If our democracy is to become effective, primary education is the greatest need. We have succeeded in conducting our elections more or less satisfactorily. It only shows that common-sense is operative even if we are not literate (*applause*). There has been a great deal of good sense in these elections. About 105 million people out of 175 millions went to the polls, and without much disorder and without much corruption, they did act according to their own conscience and returned what they thought was the most progressive party in the country. I only hope that that influential party will have the same enthusiasm, the same spirit of sacrifice now when it is in office as it had when it was in the Opposition.

As for primary education, it is essential that it must be spread. The so-called primary education as we have today, we cannot be very proud of. Neither the teachers, nor the students take it very seriously. If a serious attempt has to be made, if it is not to be carried out in a perfunctory way, the pupils must be expected to enjoy their work and the teachers must be properly trained for the profession of teaching. There are, as your Chief Minister so eloquently pointed out, ever so many possiblities which we can develop for making this teaching effective. It is also agreed that it must centre round some craft. It must be knowing through doing and the craft must have relation to the environment in which the pupil happens to be. It must not be remote from his surroundings. The pupil must be in a position to get back to his environment and not become disqualified for it. This is more

necessary so far as the girls' education is concerned and when we train them in these schools, we must see to it that they are better qualified for the main profession of family life which they will be called upon to enter.

I do not believe that finance is the greatest obstacle. It is human inertia. It is lack of courage. Countries which are more backward than ourselves have embarked on these enterprises and brought about a literate population. I do not see why we should not do the same. As your Chief Minister said, we have man-power, we have natural resources. Let us bring the two together and we will be able to effect something really great.

In the primary stage, mother-tongue should be the medium of instruction. We acquire the content of knowledge more rapidly, more easily and more joyously if we are taught through the medium of the mother-tongue. This is an accepted psychological principle.

Secondary education has to be reorganised. In this part of the country you have developed your Occupational Institutes, a pioneering effort. It is gratifying to learn that scarcely any unemployment exists among those who are turned out of these Occupational Institutes. It only shows that these Institutes are productive, diversified and self-sufficient. It will be possible for you to do on a large scale what you have done already on a small scale. In the secondary stage, mother-tongue will continue to be the medium of instruction, though the federal language will also be taught. Those who enter professions at the end of the secondary stage should be in a position to speak and write the federal or the national language. The basic medium of instruction shall, however, remain the mother-tongue. If we are able to make this secondary education more or less self-sufficient, we may be sure that the rush for University classes will gradually diminish.

Universities, again, have to supply leadership in professions and in public life. It is no use saying 'Let us develop this first and that next'. These things will have to be integrated and will have to be developed together. We cannot have teachers for our secondary schools, for our vocational and technical institutions unless the University is liable to produce graduates in those particular sciences. Otherwise, we cannot have competent teachers for doing our work. Taking the present situation into account, you have said that the medium of instruction in the University shall be English. We are not legislating for the future. We are legislating for the present and for sometime to come, it will not be possible for us, without lowering our standards considerably, to use either the mother-tongue or the federal language as the medium of instruction. As they are at present, they cannot adequately convey the highest scientific and technological conceptions. We will have to use English as the medium of instruction at the University stage for some years to come, if we are not to defeat the very ends of education. Even when English

is replaced by the mother-tongue or the federal language as the medium of instruction at the university level, English will have to be taught as a compulsory language along with Hindi at the secondary stage and will have to be continued at the university stage. If the students who come up to the university courses are to profit by the courses, they should have adequate control over this medium. So it is suggested for the consideration of the people and of the Government that even in the primary stage in the last two years, an optional course of English may be given. That is about the language question.

There is one other point which is of great importance in our country and that is that we should avoid over-specialisation. It is not our idea to bring about merely scientific specialists or technical craftsmen. We want to develop humanized personalities, personalities who have a board outlook. So even if a student takes up a scientific or a technical course, we must give him training in literature, philosophy and religion. Our Epics may be used for this purpose. For those who take up the Arts subjects we must give some training in scientific subjects.

I have not very much more to say except to tell you that we need not throw our hands up and hold that it is all Utopian, that it is all fantastic, that it is not possible for us today to bring back to life the lesson of our glorious past. Some people complain that the glorious past has brought us to this condition of subjection. But I would say that the glorious past has enabled us to preserve ourselves till today and civilisations which were more boisterous and which suffered from high blood pressure have passed away. I feel sad when I find that our students do not appreciate the greatness of our culture and have lost even the tradition of respect for the teacher.

For over 40 years, I have been dealing with students in India and in other parts of the world. I love them and they have enabled me to keep myself young. And, therefore, if I say that some of the activities in which they indulge make me feel sad and sick, I say it out of my love for them. I want them to appreciate that it is not external restraint that has to be imposed upon them but self-restrain. There is nothing higher than that. They should try to avoid doing acts which are unworthy of the great traditions of our country to which they have the honour to belong. I do hope that in days to come they will behave as citizens of a new India, interested in building a new India which may yet have valuable contributions to make to the world at large. Of course, finance is a problem ; the scale is large ; the range is wide. How can we do all these things ? Kant says :—

> "Utopias are sweet dreams, but to strive relentlessly towards them is the duty of the citizen and of the statesman as well."

We must have the inspiration of the impossible. People say that non-violence is utopian, but it is our duty to strive to be non-violent and to displace force by persuasion, wherever it is

possible. So simply to cast away the great goal on the ground that it is utopian and impracticable and cannot be realised with our resources, etc., shows lack of confidence of spirit, *kshudram hydaya-daurbalyam*. We must abandon feebleness of mind, weakness of will. I have no doubt that the citizens of Mysore and the statesmen, your Ministers headed by your Chief Minister, will see that though the goal may look to be utopian, we can make it into a reality.

I wish you well.

APPENDIX VI.

Vote of thanks by Sri A. G. Ramachandra Rao, Minister for Law and Education and Vice-Chairman, Educational Reforms Committee, at the Plenary Session held on the 2nd January 1953, *at Sir K. P. Puttanna Chetty Town Hall, Bangalore.*

On behalf of the Committee, I have been assigned this simple task of thanksgiving but words fail me to express, in an adequate measure, the gratitude we are all feeling for the great task that is being done to the cause of Education by all those who have collaborated in this work.

ಶ್ರೀ ಗುರುಭ್ಯೋನಮಃ
ಗುರುರ್ಬ್ರಹ್ಮಾ ಗುರುರ್ವಿಷ್ಣುಃ
ಗುರುರ್ದೇವೋ ಮಹೇಶ್ವರಃ
ಗುರುಸಾಕ್ಷಾತ್ ಪರಬ್ರಹ್ಮ
ತಸ್ಮೈ ಶ್ರೀ ಗುರುವೇ ನಮಃ

You, Sir, are the revered high priest of learning and wisdom presiding at UNESCO and Vice-President of authority of the Indian Republic in Delhi. I took a bird's eye-view of Mythology and History this morning to find a parallel of what you are doing to-day. I could just recall Vasishta and Vidaranya, whose rolls were cast in the Indian Continent only. Professor and President Wilson of our times, came very near to what you are doing. Alas ! failed. But you are succeeding, having won the esteem of Stalin, Truman, Churchill and Nehru—the four great personalities—who are to-day shaping the destinies of mankind. Their homage to you is but the silent homage that they are all paying to the ancient culture of our glorious motherland. And the task you addressed yourself during this week in this corner of India is but to quicken the candles of this ancient culture which you yourself lighted 30 years ago. You have re-fuelled them with new grease and trimmed their wicks so that they may burn bright and steady and be passed on to the sister States around us and to the unborn generations yet to come. This apparently small ceremony in which we are all participating is pregnant with immense potentialities and full of promise. May your mission succeed. May you have a long and glorious career in this unique service of mankind.

Sri K. Hanumanthaiya, our Chairman, is a man of destiny fulfilling a great roll. His spiritual vision, moral fervour and dynamic energy made him realise, immediately he assumed the high office of the Chief Minister of this State, that Education is the basis of all development and progress. He at once set up the Committee of Educational Re-organisation. The guidance of the highest priest was invoked and the result of their united labour is before us all. May God bless him with courage and conviction to implement the sound and practical recommendations of this august body.

To the Committee members we are all deeply indebted for their ready response, arduous work and co-operative effort of a rare order. They have the qualification of being the practical pioneers in this noble task. May God grant them the further satisfaction of seeing their handiwork implemented. I commend the work of the Committee to my fellow citizens for their best consideration.

To you, ladies and gentlemen, I extend my grateful thanks for having come and attended this function. Your presence, in such large numbers, I construe as positive proof of your deep sympathy for the Reformed System of Education and earnest promise of hearty co-operation in the implementation of the new scheme.

I thank the Press for their patience and sympathetic understanding. I earnestly invite their constructive criticism and widespread co-operation in this urgent and important work.

Lastly, to Sri Mallaradhya, the Secretary, and his band of workers, no praise is too high. Their silent work behind the curtain has won for them the esteem and appreciation of one and all in the Committee. In particular, I may say that the Government has placed full confidence in Sri Mallaradhya, the Secretary of the Committee, who happens to be the Director of Public Instruction and expects from him earnest and steady implementation of the scheme. I thank him and his staff warmly.

Finally, I thank *Asthanavidwan Sangeetha Ratna* Sri T. Chowdaiah and others who have participated for the success of to-day's meeting.

I regret I have to enter my protest against Sri K. Hanumanthaiya, the Chairman of the Committee, who encroached upon my province of thankgiving and indulged in generous remarks about me. My part has been very little and God only knows how much of his remarks I deserve. However, I sincerely thank him and assure you all that I shall try to deserve his appraisal of me.

JAI HIND.

APPENDIX VII.

SUB-COMMITTEES CONSTITUTED FOR PREPARING THE SYLLABUSES FOR THE RE-ORGANIZED HIGH SCHOOLS IN THE STATE.

1. *Kannada.*

(i) Sri M. R. Srinivasa Murthy, B.A., Retired District Educational Officer and President, Kannada Sahitya Parishat, Bangalore. (*Chairman*).

(ii) Sri K. S. Dharanendraiah, M.A., B.T., Head Master, District Normal School, Bangalore.

(iii) Pandit K. Pattabhiramaiah, Kannada Pandit, Government High School, Fort, Bangalore.

(iv) Sri M. P. L. Sastry, M.A., M.L.C., Head Master, Gandhinagar High School, Bangalore.

2. *Samskrita.*

(i) Dr. A. N. Narasimhaiya, M.A., L.T., Ph.D. (Lond.), Retired Principal, Maharaja's Samskrita College, Mysore. (*Chairman*).

(ii) Sri M. P. L. Sastry, M.A., M.L.C., Head Master, Gandhinagar High School, Bangalore.

(iii) Sri M. Nageshachar, M.A., Inspector of Samskrita Schools, Bangalore.

(iv) Sri B. S. Krishnappa, Samskrita Pandit, Government Marimallappa's Practising High School, Mysore.

(v) Dr. H. L. Hariappa, M.A., Ph.D., Assistant Professor of Samskrita, Maharaja's College, Mysore.

3. *Hindi.*

(i) Sri K. Sampathgiri Rao, M.A., M.L.C., Vice-Principal, National College, Bangalore. (*Chairman*).

(ii) Sri N. S. Linga Sastry, M.Sc., B.T., Head Master, Government High School, Madhugiri.

(iii) Sri M. A. Narayanachar, Hindi Teacher, St. Germain High School, Civil Station, Bangalore.

Urdu.

(i) Sri Ahmed Hussain, B.A., District Educational Officer, Mandya District, Mandya. (*Chairman*).

(ii) Sri Syed Basheer Ahmed, M.Sc. B.T., T.D. (Lond.), Dip. Edn., M.Ed. (Leeds), District Educational Officer, Shimoga District, Shimoga.

(iii) Moulvi Naziruddin Ahmed Sheriff, Urdu Munshi, Government High School, Fort, Bangalore.

5. *Tamil.*

(i) Sri R. Rudrapathi, M.A., Assistant Professor of Tamil, Central College, Bangalore. (*Chairman*).

(ii) Sri M. Srinivasachar, Tamil Pandit, Lady Thambu Chetty's Girls' High School, Bangalore.

(iii) Sri Mohiyuddin Kavirayar, Tamil Pandit, St. Joseph's Indian High School, Bangalore.

6. *Telugu.*

(i) Sri R. Ananthakrishna Sharma, Retired Assistant Professor of Telugu, Maharaja's College, Mysore. (*Chairman*).

(ii) Sri B. N. Rama Reddy, B.A., B.T., Assistant Inspector of Schools, Anekal.

(iii) Srimathi Ranganayakamma, Telugu Pandit, Sm. Kamalabai's Girls' High School, Bangalore.

7. *English.*

(i) Sri D. S. Gordon, M.A., B.T., Dip. Edn., Retired Registrar, University of Mysore, Mysore. (*Chairman*).

(ii) Sri M. Basavaraju, M.A., B.T., Lecturer, Teachers' College, Mysore.

(iii) Rev. S. F. Aranjo, B.A. (Hons.), Principal, St. Aloysius High School, Civil Station, Bangalore.

(iv) Sri B. K. Satyabodha Char, M.A., B.T., Assistant Master, Government Marimallappa's Practising High School, Mysore.

(v) Sri G. C. D'Cruz, M.A., Head Master, St. Germain High School, Civil Station, Bangalore.

8. *Mathematics.*

(i) Prof. A. C. Deve Gowda, M.A., B.T., M.Ed. (Leeds), Dip. Edn., Principal, Teachers' College, Mysore. (*Chairman*).

(ii) Sri N. S. Venkataram, M.Sc., B.T., Assistant Secretary, Committee for Educational Reform in Mysore, Bangalore.

(iii) Sri T. S. Krishna Iyengar, M.Sc., B.T., Head Master, Government High School, Koratagere.

(iv) Rev. Fr. P. H. Aranjo, Principal, St. Germain High School, Civil Station, Bangalore.

9. *Science.*

(i) Sri N. S. Linga Sastry, M.Sc., B.T., Head Master, Government High School, Madhugiri. (*Chairman*).

(ii) Sri K. R. S. Gupta, B.Sc., B.T., Assistant Professor, Teachers' College, Mysore.

(iii) Sri C. N. Raghavachar, B.Sc., B.T., Assistant Master, Special Training Centre, Vidyanagar.

(iv) Sri K. Nanjundaiah, B.A., Head Master, National High School, Bangalore.

(v) Sri T. S. Krishna Iyengar, M.Sc., B.T., Head Master, Government High School, Koratagere.

10. *History, Geography and Civics.*

(i) Sri T. Vasudevaiya, M.A. (Mys. & Leeds), M.Ed., Dip. Edn. (Leeds), Inspector of Schools, Civil Station, Bangalore, (*Chairman*).

(ii) Sri A. Shesha Iyengar, M.A., B.T., Lecturer, Teachers' College, Mysore.

(iii) Sri K. V. Doraiswamy, M.A., B.T., Assistant Professor, Teachers' College, Mysore.

(iv) Sri H. Rama Rao, B.A., Assistant Master, National High School, Bangalore.

(v) Rev. Fr. P. H. Aranjo, Principal, St. Germain High School, Civil Station, Bangalore.

(vi) Sri G. P. Shivaram, B.A., B.T., Secretary, Secondary Education Board, Bangalore.

(vii) Sri K. Sampathgiri Rao, M.A., M.L.C., Vice-Principal, National College, Bangalore.

11. *Vocational Subjects.*

(i) Sri D. S. Venkanna, B.Sc., B.E., M.I.E., Retired Chief Engineer and Special Officer, Occupational Institute. (*Chairman*).

(ii) Dr. B. L. Shanthamallappa, B.E., M.S., Ph.D. (Mich.), Superintendent, Occupational Institute, Bhadravati.

(iii) Sri B. Rudra Murthy, M.Sc., Officer-in-charge, Visvesvaraya Canal Farm, Mandya.

(iv) Sri N. S. Venkataram, M.Sc., B.T., Assistant Secretary, Committee for Educational Reforms in Mysore, Bangalore.

(v) Sri B. R. Subba Rao, M.A., D.Com., Professor of Commerce, Commerce College, Bangalore.

Note :—The first ten Committees were also requested to draw up the Syllabuses for the General Subjects in the Technical Schools.

The Last Committee was requested to decide the allocation of periods in Technical Schools and to form Subject Committees for preparing syllabuses in Vocational subjects in Secondary Schools and for Technical subjects in the Technical Schools.

APPENDIX VIII.

LIST OF MEMBERS OF THE COMMITTEE, OTHER INDIVIDUALS AND ASSOCIATIONS WHO PRESENTED MEMORANDA AND NOTES FOR THE CONSIDERATION OF THE REFORMS COMMITTEE.

1. Sri M. Ruthnaswamy, Retired Vice-Chancellor of Annamalai University, Madurai.

2. Dr. D. Gurumurthi, Formerly Principal of Madanapalli College, Bangalore.

3. Dr. M. Siddalingaiya, Retired Principal of Teachers' College, Mysore.

4. Sri P. Kodanda Rao, Servants of India Society, Bangalore.

5. Sri N. Bhadriah, Secretary, Adult Education Council, Mysore.

6. Sri K. V. Puttappa, Professor of Kannada, Maharaja's College, Mysore.

7. Dr. B. Kuppuswamy Naidu, Professor of Psychology, Maharaja's College, Mysore.

8. The Board of Samskrita Education, Bangalore.

9. The Board of Hindi Education and Examination, Bangalore.

10. Teachers' Association, Bangalore.

11. The Mysore State Primary School Teachers' Association, Chikmagalur.

12. The Bangalore Teachers' Assiciation, Civil Station, Bangalore.

13. The Mysore State Vidyasala Panditha Mandala, Mysore.

14. The Secretary, Government Ayurvedic and Unani College Graduates' Association, Mysore.

15. The Employees' Union, Imperial Bank of India, Bangalore.

16. Central Muslim Association of Mysore, Bangalore.

17. St. John's Ambulance Association, Bangalore.

18. Depressed Class Education Advisory Committee, Bangalore.

19. State Education League (Middle School Section), Bangalore.

20. The Bangalore Art Society, Bangalore.

21. Local Manuscript Paper, Melkote.

22. The Bishops of Bangalore and Mysore.

23. Sri M. A. Narayana Iyengar, M.A., B.L., Retired Deputy Director of Public Instruction, Bangalore.

24. Sri N. Mahabala Rao, President, Municipal High School Section, Mysore State Education League, Mandya.

25. Sri S. Narasimhan, B.A., L.T., Head Master, R.B.A.N.M.'s High School, Civil Station, Bangalore

26. Sri J. G. Ghanekar, Drawing Master, Government Marimallappa's Practising High School, Mysore.

27. The Chief Electrical Engineer to the Government of Mysore, Bangalore.

28. Sri T. Subramaniyam, Advocate, Uruvakonda.

29. Sri Siddaraju, Bangalore.

30. Sri C. M. Mahadevaiya, Editor, Janajeevana.

31. The Honorary Secretary, Indo-Arabian Clinic, Mandya.

32. Sri H. G. Ramaiya, Chintamani.

33. Sri Seshagiri Rao, President, D. E. A. Middle School Association, Davangere.

34. Sri Gururaja Rao, Secretary, Middle School Teachers' Association, Davangere.

35. Sri G. S. Sampath Iyengar, Gorur.

36. Sri H. V. Kodandaramaiya.

37. Capt. K. K. Nambiyar, Elakkad.

38. Sri Shama Rao, Magery, Sulukunte Post.

39. Sri A. N. Subba Rao, Kalamandiram Studio, Bangalore.

40. Sri S. Narayana Rao, Retired Head Master, Avani, Mulbagal Taluk.

41. Sri G. M. Joshi, Aryavidyasala, Bangalore.

42. Sri S. Venkatachala, Siddapura.

43. Asthana Sangeetha Vidwan Sri A. S. Sivarudra Aradhya.

44. Sm. Leela Bhaskariah, Bangalore.

45. Sm. M. R. Lakshamma, M.L.A., Bangalore.

46. Sri C. K. Ramachandra, Bangalore.

47. Sri N. R. Kambhatta, Hubli.

48. Sri Areyar Srinivasa Iyengar, Melkote.

APPENDIX IX.

TABLE I.—STATEMENT OF EDUCATIONAL INSTITUTIONS DURING 1951–52.

Particulars	No. of Institutions during 1951–52	No. of Pupils in 1951–52		Total
		Boys	Girls	
1	2	3	4	5
FOR MEN				
1. Examining Boards	1	..	..	..
2. Centrally Administered Institutions	2	311	..	311
3. University Education—				
(a) General :—				
(i) Arts and Science	6	6,793	358	7,151
(ii) Intermediate	12	5,685	202	5,887
(iii) Oriental	4	633	33	666
(b) Professional :—				
(i) Agriculture	1	94	..	94
(ii) Commerce	2	1,034	2	1,036
(iii) Education	1	61	15	76
(iv) Engineering	4	2,270	..	2,270
(v) Law	1	242	8	250
(vi) Medicine	1	330	79	409
(vii) Technology	1	155	5	160
Total for University Education ..	36	17,608	702	18,310
4. School Education—				
(a) Secondary :—				
(i) High Schools	181	51,137	2,398	53,535
(ii) Middle Schools	594	1,03,812	8,030	1,11,842
Total for Secondary Education ..	775	1,54,949	10,428	1,65,377

(b) Primary Education—				
(i) New Type Middle Schools	589	78,683	20,936	99,619
(ii) Lower Primary Schools	9,275	3,40,891	1,29,519	4,70,410
Total for Primary Education ..	9,864	4,19,574	1,50,455	5,70,029
Total for (a+b) School Education ..	10,639	5,74,523	1,60,883	7,35,406
5. Special and Technical School Education—				
(a) Training—				
(i) Normal and others	4	773	58	831
(ii) Special Training	1	241	..	241
(iii) Basic	1	57	..	57
Total for (a) ..	6	1,071	58	1,129
(b) Medicine	1	375	91	466
(c) Engineering	1	427	..	427
(d) Industrial and Technical	17	2,029	89	2,118
(e) Commercial	53	4,567	349	4,916
(f) Agriculture	3	92	..	92
(g) Samskrita	86	2,092	302	2,394
(h) Basic	104	6,144	2,165	8,309
(i) Nursery	64	2,013	2,044	4,057
(j) Handicapped	2	121	5	126
(k) Others	8	747	72	819
Total for Special Education (a) to (k) ..	345	19,678	5,175	24,853
Total for Public Institutions ..	11,019	6,11,809	1,66,760	7,78,569
(i) Literary Classes	1,871	38,770	..	38,770
Grand Total—Men ..	12,890	6,50,579	1,66,760	8,17,339

TABLE I—*contd.*

Particulars	No. of Institutions during 1951-52	No. of Pupils in 1951-52		Total
		Boys	Girls	
1	2	3	4	5
FOR WOMEN				
(1) University Education—				
Arts and Science	3	..	1,644	1,644
Total ..	3	..	1,644	1,644
(2) School Education—				
Secondary—				
(a) High Schools	36	607	11,588	12,195
(b) Middle Schools	109	534	21,081	21,615
Total for Secondary Education ..	145	1,141	32,669	33,810
(3) Primary Education—				
(a) New Type Middle Schools	80	389	15,897	16,286
(b) Lower Primary Schools	530	2,979	50,341	53,320
Total for Primary Education ..	610	3,368	66,238	69,606

(4) Special Education—				
(a) Training	3	..	327	327
(b) Industrial and Technical	2	..	125	125
(c) Others	..	..	..	..
Total for Special Education ..	5	..	452	452
Total for Public Institutions :—				
Women	763	4,509	1,01,003	1,05,512
(i) Literary Classes	222	..	3,409	3,409
Grand Total for Women	985	4,509	1,04,412	1,08,921
Total for Men nad Women	13,875	6,55,088	2,71,172	9,26,260
(i) Unrecognised	13	601	272	873
Grand Total for all	13,888	5,55,689	2,71,444	9,27,133

TABLE SHOWING NO. OF TEACHERS, EXPENDITURE DURING 1951-52.

Particulars	No. of teachers			Expenditure from				Cost per Pupil Direct Expenditure		Percentage of trained teachers to total	Teacher pupil ratio	Remarks
	Trained	Untrained	Total	Govt. Funds	Fees	Other funds and contributions	Total	To Total	To Govt. Funds			
1	2	3	4	5	6	7	8	9	10	11	12	13
1. Colleges, General Education	..	..	907	9,62,121	10,27,228	83,969	20,73,318	121.21	65.53	..	..	..
2. Do Special and Professional.	..	..	317	6,05,357	3,90,075	17,339	10,12,771	204.15	122.02	..	..	..
3. High School Education (excluding Military Schools).	943	1,647	2,590	17,46,494	15,15,278	8,53,036	41,14,808	62.60	26.57	36.41	1.25	..
4. Middle Schools ..	2,206	2,563	4,769	37,74,503	1,32,947	2,07,853	41,15,307	30.84	28.28	46.26	1.28	..
5. Basic Schools (Senior and Junior).	208	68	276	1,67,641	22	175	1,67,838	26.50*	26.47	75.36	1:30*	..
6. Lower Primary including New Type Middle Schools.	6,294	14,615	20,909	1,29,07,116	43,658	2,33,686	1,31,84,460	20.60	20.18	30.10	1.31	..
7. Professional School Education ..	..	..	455	13,96,728	2,60,899	80,050	17,37,677	181.10	145.49	..	..	..
8. Special Education Literacy and Nursery.	..	..	2,368	4,66,282	13,747	63,248	5,43,277	10.96	9.41	..	..	..
9. Research Institute etc., and University.	..	..	35	7,57,034	8,145	2,34,100	9,99,279	..	..	..	..	..
Total Direct ..	..	..	...	2,27,83,276	33,91,999	17,73,456	2,79,48,731	30.17	24.60	..	..	..
Indirect Expenditure ..	..	..	..	48,23,929	11,34,756	10,76,565	70,35,250	..	..	..	..	..
Grand Total ..	9,651	18,893	32,626	2,76,07,205	45,26,755	28,50,021	3,49,83,981	37.77	29.81	..	..	..

* Calculated for Basic Education Classes strength only.

STATEMENT SHOWING THE AREA AND STRENGTH OF PRIMARY SCHOOLS (INCLUDING N.T.M.S.'s) BOYS AND GIRLS AND THEIR PROPORTION TO AREA AND PUPILS.

District	Area in square miles	Population First figures 1951 Census	For boys				For girls			
			No. of Schools	Strength	Proportion of School to area	Proportion of School to pupil	No. of Schools	Strength	Proportion of School to area	Proportion of School to pupil
1. Bangalore City	410.30	7,76,170	282	28,510	0.93	90	45	8,330	5.39	212
2. Civil Area	10.00		168	10,102			33	8,221		
3. Bangalore District ..	2,657.70	13,49,030	1,148	63,540	2.31	55	88	6,901	30.20	78
4. Chikmagalur	2,275.0	4,17,441	664	28,214	4.18	42	46	3,476	60.22	75
5. Chitaldrug	4,179.0	8,69,914	961	64,857	4.35	67	42	4,813	99.50	115
6. Hassan	2,636.0	7,12,838	974	52,127	2.71	53	39	3,868	67.59	99
7. Kolar	3,191.0	11,29,446	1,080	64,091	2.96	59	76	7,400	41.99	97
8. Mandya	1,915.0	7,17,302	865	42,583	2.21	49	36	3,174	53.19	88
9. Mysore	3,542.0	12,84,464	1,264	68,729	2.80	54	93	10,386	38.09	112
10. Shimoga	4,058.0	6,63,379	1,075	54,228	3.78	50	61	7,182	66.52	118
11. Tumkur	4,084.0	11,51,694	1,383	83,048	2.95	60	51	5,855	80.08	115
Total ..	29,458.0	90,71,678	9,864	5,70,029	2.99	58	610	69,606	48.29	114

ABSTRACT TABLES SHOWING THE NUMBER OF SINGLE-TEACHER SCHOOLS BOTH FOR BOYS AND GIRLS WITH STRENGTH AND AVERAGE DAILY ATTENDANCE

Managements	Total No. of single-teacher primary schools	Strength of schools			Average daily attendance			Number of schools with classes in charge of									
								One Class		Two classes		Three classes		All classes		Total	
		Boys	Girls	Total	Boys	Girls	Total	T.T.	U.T.	T.T.	U.T.	T.T.	U.T.	T.T.	U.T.	T.T.	U.T.
BOYS																	
Government ..	4,582	1,03,840	60,851	1,64,691	81,762	30,311	1,12,073	21	136	57	304	156	786	598	2,524	832	3,750
Aided ..	865	11,824	5,414	17,238	11,574	3,935	15,509	1	65	2	149	7	240	..	401	10	855
Total ..	5,447	1,15,664	66,265	1,81,929	93,336	34,246	1,27,582	22	201	59	453	163	1,026	598	2,925	842	4,605
GIRLS																	
Government ..	143	192	4,039	4,231	149	2,445	2,594	1	8	4	17	3	19	26	65	34	109
Aided ..	14	118	230	348	97	167	264	..	3	..	..	..	2	..	9	..	14
Total ..	157	310	4,269	4,579	246	2,612	2,858	1	11	4	17	3	21	26	74	34	123
Grand Total ..	5,604	1,15,974	70,534	1,86,508	93,582	36,858	1,30,440	23	212	63	470	166	1,047	624	2,999	876	4,728

T.T.—Trained Teacher. U.T.—Untrained Teacher.

Distribution of Pupils according to Mother-tongue.

High Schools for 1952–53.

Note—(i) 4a, 5a, 6a and 7a indicate the number of pupils with, Telugu, Tamil, Urdu and other languages as mother-tongue who can speak Kannada only
(ii) 4b, 5b, 6b and 7b indicate the number of pupils who can read and write Kannada, and
(iii) 4c, 5c, 6c and 7c indicate the number of pupils who cannot speak Kannada.

Name of District	Kannada as mother-tongue	Pupils whose mother-tongue is Telugu			Pupils whose mother-tongue is Tamil			Pupils whose mother-tongue is Urdu			Other languages		
		4a	4b	4c	5a	5b	5c	6a	6b	6c	7a	7b	7c
1. Bangalore City ..	4,092	241	998	23	195	951	76	196	203	135	133	329	91
2. Bangalore Civil Area ..	1,122	213	131	488	325	82	2,973	78	11	582	201	76	1,393
3. Mysore City	744	88	345	..	35	125	275	132	106	26	92	165	21
4. Kolar Gold Fields ..	48	95	1,381	32	145	92	106	588	203	175	80	122	..
5. Bangalore District ..	1,799	81	338	..	26	73	..	83	163	29	..	36	..
6. Chikmagalur	1,410	..	61	..	..	..	43	27	42	21	..	101	..
7. Chitaldrug	4,021	..	442	..	..	..	38	141	185	..	..	152	..
8. Hassan	5,208	..	205	..	63	298	..	88	148	101	..	35	..
9. Kolar	1,416	36	1,035	..	..	105	131	25	80	18	..	83	..
10. Mandya	2,458	29	486	..	..	..	206	115	121	12	..	32	..
11. Mysore	3,175	..	75	..	..	36	413	85	55	23	..	78	..
12. Shimoga	3,254	76	195	..	..	26	282	69	123	8	..	295	..
13. Tumkur	5,083	..	605	..	..	35	193	204	323	29	21	65	..
Total ..	33,830	859	6,297	543	789	1,823	4,736	1,831	1,763	1,159	527	1,569	1,505
		7,699			7,348			4,753			3,601		

	Total No. of pupils with mother-tongue	Percentage to total
1. Kannada ..	33,830	59.11
2. Telugu ..	7,699	13.45
3. Tamil ..	7,348	12.84
4. Urdu ..	4,753	8.30
5. Others ..	3,601	6.30
Total ..	57,231	

Distribution of Pupils according to Mother-tongue.

MIDDLE SCHOOLS FOR 1952–53.

Note.—(i) 4a, 5a, 6a and 7a indicate the number of pupils with Telugu, Tamil, Urdu and other languages as mother-tongue who can speak Kannada only.
(ii) 4b, 5b, 6b and 7b indicate the number of pupils who can read and write Kannada, and
(iii) 4c, 5c, 6c and 7c indicate the number of pupils who cannot speak Kannada.

Name of District	Number of pupils whose mother-tongue is												
	Kannada	Telugu			Tamil			Urdu			Other languages		
		4a	4b	4c	5a	5b	5c	6a	6b	6c	7a	7b	7c
1. Bangalore City	8,443	275	3,596	68	467	1,924	338	381	106	1,010	31	45	745
2. Bangalore Civil Area ..	628	263	350	43	126	116	2,059	18	12	1,698	92	53	2,163
3. Mysore City	2,673	196	295	..	293	589	114	327	326	205	48	24	545
4. Kolar Gold Fields ..	473	189	538	..	108	978	1,975	163	260	442	18	21	180
5. Bangalore District ..	13,851	421	3,986	..	..	647	..	405	331	1,456	..	638	..
6. Chickmagalur	6,868	..	395	..	..	232	..	79	292	172	..	698	..
7. Chitaldrug	15,813	..	3,125	121	..	122	..	248	516	275	..	540	..
8. Hassan	14,071	42	623	..	..	774	..	205	238	515	..	218	..
9. Kolar	6,311	52	7,859	..	..	390	41	182	..	416	..	18	49
10. Mandya	10,836	..	363	..	..	550	..	141	226	211	..	161	..
11. Mysore	8,672	..	1,156	163	..	884	..	..	..	1,168	..	240	..
12. Shimoga	12,244	..	497	..	..	362	..	151	312	395	..	658	..
13. Tumkur	21,192	76	3,177	..	26	323	..	624	593	484	..	278	..
Total ..	1,22,075	1,514	26,060	395	1,020	7,891	4,527	2,924	3,212	8,447	189	3,592	3,682
		27,969			13,438			14,583			7,463		

Mother-tongue			No. of pupils	Percentage to total
1. Kannada	..	..	1,22,075	65.8
2. Telugu	..	..	27,969	15.1
3. Tamil	..	..	13,438	7.2
4. Urdu and Hindi, etc.	..	..	14,583	7.9
5. Others	..	..	7,463	4.0
	Total	..	1,85,528	

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